DOCUMENT RESUME

ED 322 286 AA 001 204

Resources in Education (RIE). Volume 26, Number 1.
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SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 91
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $66.00 (Domestic), $82.50 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

DOCUMENT RESUME

ED 322 299 CE 055 257

Feller, Rich; Jacobsen, Brent
Colorado Career Development Video Reviews.
Colorado State Univ., Ft. Collins. School of Occupational and Educational Studies.
SPONS. AGENCY- Colorado State Board for Community Colleges and Occupational Education, Denver.
PUB DATE- May 90
NOTE- 59p.
AVAILABLE FROM- Colorado Video Review Project, School of Occupational and Educational Studies, Colorado State University, Ft. Collins, CO 80523 ($6.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adolescents; *Career Development; Career Exploration; Career Guidance; Career Planning; Decision Making; *Early Parenthood; Employment Interviews; Entrepreneurship; Instructional Material Evaluation; *Job Search Methods; *Media Selection; Postsecondary Education; Secondary Education; *Sex Stereotypes; Standards; Study Skills; *Videotape Recordings; Young Adults
IDENTIFIERS- *Colorado
The average number of points assigned by 15-25 reviewers to each of 13 guidance and career development videotapes is recorded in a video quality assessment matrix. Reviewers were participants in Colorado State University's 1989-90 Colorado Career Guidance Video Review Project training sessions and videotapes were rated on: (1) instructional quality, including content, instructional design, effectiveness, social orientation, and market value; and (2) technical quality, including audio, visual, and production. Additionally, reviewers indicated whether the video would contribute positively to the intended viewer's achievement of specific career development competencies in self-knowledge, educational and occupational exploration, and career planning. Recommended uses of the videos, for example, as an introduction to a teaching unit, a stand-alone instructional tool, or a motivational activity, were also identified. Specific comments are provided for each of the 13 videotapes. Among the topics covered in the videos are the following: career options for teenage parents; interviewing and job survival skills; entrepreneurship; decision making; sex role stereotypes; and self-esteem. In addition, workshop participants individually reviewed a diverse selection of other tapes and wrote narrative summaries of their reactions; 19 of these reviews are included in this document. Among the topics covered are the following: career success; assertiveness training; career exploration; job-seeking skills; and study skills. A list of the reviewers is provided as well as a list of producers and vendors of videos. Appendices provide information about the national career development guidelines and the evaluation form used. (CML)

DOCUMENT RESUME

ED 322 311 CE 055 294

Faraday, Sally; Harris, Richard
Learning Support. 6. Design and Adaptation of Learning Materials.
Further Education Unit, London (England).; Skill: National Bureau of Students with Disabilities, London (England).; Training Agency, London (England).
PUB DATE- 89
NOTE- 18p.; In: Learning Support. A Staff Development Resource Pack for Those Working with Learners Who Have Special Needs; see CE 055 287.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Continuing Education; Educational Improvement; Foreign Countries; *Individualized Instruction; Individual Needs; Inservice Teacher Education; *Instructional Materials; Learning Strategies; Mainstreaming; *Material Development; *Media Adaptation; Media Selection; Postsecondary Education; *Special Needs Students; *Staff Development; Teacher Developed Materials; Training; Transfer of Training
IDENTIFIERS- *Great Britain
Designing and adapting learning materials are the subjects of this document, one of 9 modules in an 11-unit resource pack designed to help trainers and postsecondary and continuing education staff meet the needs of special needs students in Great Britain. Having completed the module, staff should be able to: (1) state what learning materials are; (2) relate current literature to past and future learning; (3) differentiate between design and adaptation of learning materials; and (4) design and adapt materials to meet individual needs. The module describes good learning materials as those that: (1) reflect the content of the course; (2) match the learners' needs, interests, and abilities; and (3) are appropriate for the available time, money, equipment, and facilities. Staff are encouraged to broaden their search for appropriate materials to meet the needs and abilities of their special needs students. The module also addresses: (1) how learning materials fit into the learning process; (2) the process of designing and adapting materials; and (3) evaluating materials for relevance, requirements (prior knowledge, etc.), accessibility, appropriateness, flexibility, and the extent to which they facilitate learning, understanding, transferability, and extension. The module contains six exercises. (CML)

DOCUMENT RESUME

ED 322 324 CE 055 392

Hughey, Judith K.; Ferrugia, Theresa
Guidance Activities for Special Needs Students. Missouri LINC.
Missouri Univ., Columbia. Coll. of Education.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
PUB DATE- May 87
NOTE- 283p.; For related documents, see ED 282 006, ED 321 126-149, CE 055 389-390.
AVAILABLE FROM- Instructional Materials Lab, 10 London Hall, University of Missouri-Columbia, MO 65211 (order no. 95-0263-I: $13.00).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Choice; *Career Education; Classroom Techniques; Curriculum Development; Disabilities; Disadvantaged Youth; Educational Resources; Elementary Secondary Education; Job Search Methods; *Learning Activities; Program Development; *School Guidance; *Special Needs Students; Teaching Methods; Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; *Missouri
This manual was developed to help counselors, teachers, and support personnel fulfill the requirements of the Carl D. Perkins Vocational Education Act (P.L. 98-524) in order to provide guidance and counseling for special needs students with activities that will enhance their education. Following a review of the provisions of the Perkins Act, the guide reviews four components of the Missouri Model for Comprehensive Guidance Programs: curriculum, individual planning, responsive services, and system support. The guidance activities are designed to meet the competencies of nine categories in the curriculum component of the Missouri Model: planning and developing careers, understanding and accepting self, understanding and getting along with others, knowing how drugs and alcohol affect the individual and friends, preparation for finding jobs, making decisions, finding jobs, improving basic skills and study/learning skills, and vocational selection and training. Classroom strategies with handouts are provided for each of the competency categories.

Also included for further information are 28 references, a glossary, an organizational resources list, a description of Missouri VIEW materials, and a list of 67 suggested readings. An excerpt from the Missouri Core Competencies and Key Skills Handbook is included in the manual for easy reference, with the guidance activities that are correlated with core competencies and key skills. (KC)

DOCUMENT RESUME

ED 322 338 CE 055 441

New Opportunities. Volume IV: July, 1988-June, 1989. A Collection of Essays: Recommendations Related to Education in General and Vocational-Technical Education in Particular.
North Carolina State Advisory Council on Vocational Education, Raleigh.
PUB DATE- May 90
NOTE- 150p.; For the other volumes in this series, see CE 055 438-442.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; Compliance (Legal); Cost Effectiveness; Curriculum Development; Economic Development; Educational Finance; *Educational Improvement; *Educational Needs; Educational Planning; Electronics; Federal Legislation; Institutional Cooperation; Postsecondary Education; Program Improvement; School Business Relationship; Secondary Education; *State Boards of Education; *State Legislation; *State Programs; Teacher Education; Teacher Qualifications; *Vocational Education
IDENTIFIERS- *North Carolina

This is the fourth of five volumes of essays in the form of recommendations for the improvement of programs, services, and activities offered through vocational-technical education in North Carolina. The volume explains the rationale for and comments on 21 recommendations prepared by the State Advisory Council on Vocational Education for fiscal year July 1988-June 1989. Topics covered by the 21 resolutions are the following: (1) vocational teacher education; (2) reauthorization of the Carl D. Perkins Vocational Education Act; (3) transfer of credit from community colleges; (4) enhancing the role of vocational education; (5) a new procedure for student census; (6) improving teacher qualifications; (7) need for an independent study of proprietary schools; (8) appropriate funding for community colleges; (9) new procedures for weighing full-time student equivalents; (10) vocational student organizations; (11) vocational education and economic development; (12) military contributions to the electronics curriculum; (13) textbook adoptions; (14) state administration of education; (15) a combined plan for vocational teacher education; (16) administering student financial aid through a single agency; (17) meeting college purposes; (18) mission statement; (19) appointing business/industrial leaders to State Board of Education; (20) evaluation of state compliance with Carl D. Perkins Vocational Education Act and Job Training Partnership Act; and (21) establishment of vocational-technical honor societies. (KC)

DOCUMENT RESUME

ED 322 352 CE 055 471

Cooperative Education & On-the-Job Training Handbook.
Alaska State Dept. of Education, Juneau. Div. of Adult and Vocational Education.
PUB DATE- 86
NOTE- 124p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cooperative Education; Education Work Relationship; *Experiential Learning; *Field Experience Programs; Instructor Coordinators; *On the Job Training; Planning; Postsecondary Education; Program Evaluation; Program Implementation; *School Business Relationship; Secondary Education; Transitional Programs; Vocational Education; Work Experience Programs
IDENTIFIERS- *Alaska

This document is designed to provide practical suggestions to help Alaska's teachers and administrators plan, initiate, operate, and evaluate cooperative vocational education (co-op) and on-the-job training (OJT) at the secondary level. Section 1 states the purposes of co-op and OJT programs and what such programs provide. Section 2 gives a program overview, including definitions of work experience education, the benefits of work experience education, and legal considerations. Program approval standards for co-op and OJT are delineated in Section 3. Section 4 explains the steps in setting up and operating co-op and OJT programs. The steps include securing district support, developing a program plan, conducting community and student interest surveys, recruiting employers, forming an advisory committee, recruiting and selecting students, placing students in job sites, orienting students to the site, visiting or supervising students at the site, conducting home visits, conducting related instruction, submitting evaluation of the program to the district administrator, conducting follow-up, using public relations to inform the public, and keeping accurate records. Section 5 describes the roles of the teacher-coordinator, training station, and student. Required and recommended program forms are listed in section 6. Section 7 consists of a sample yearly calendar. The document's 14 appendices include a list of preemployment competencies, a list of resource agencies, and sample recommended and required forms. (CM)

DOCUMENT RESUME

ED 322 366 CE 055 489

Agricultural Education Curriculum Guide. Agricultural Production and Management I. Course No. 6811. Agricultural Production and Management II. Course No. 6812.
North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE- Aug 90
NOTE- 331p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Administration; Agribusiness; *Agricultural Engineering; *Agricultural Production; Agronomy; *Animal Husbandry; Botany; *Competency Based Education; Forestry; Leadership; *Occupational Information; Postsecondary Education; Secondary Education; State Curriculum Guides; Supervised Occupational Experience (Agriculture); Wildlife Management
IDENTIFIERS- *North Carolina

This document is designed for use by teachers of Agricultural Production and Management courses in North Carolina. It updates the competencies and content outlines from the previous guide. It lists core and optional competencies for two courses in seven areas as follows: leadership; supervised agricultural experience programs; animal science; plant and soil science; agricultural mechanics; agricultural business management; and forestry and wildlife management. For each unit of instruction, the guide includes unit titles, the competencies to be taught, the suggested teaching length, the specific instructional objectives related to each competency, general information related to the unit, a content outline, suggested teaching activities, and references for the unit. A 113-item reference list is included. It includes 83 books, 15 sources of audiovisual materials, 7 sources of computer programs in agriculture, and 8 sources of curriculum guides and instructional materials. The reference list includes textbooks on the state adopted textbook list and many that were not adopted by North Carolina. (CML)

DOCUMENT RESUME

ED 322 381 CE 055 565

Lambert, Roger; And Others
Using Labor Market Information for Career Decision Making. A Handbook for Career Information Providers.
Wisconsin Univ., Madison. Wisconsin Career Information System.
SPONS. AGENCY- Wisconsin State Dept. of Public Instruction, Madison.; Wisconsin State Occupational Information Coordinating Council, Madison.
PUB DATE- 87
NOTE- 95p.; Portions adapted from "Career Decision Making Using Labor Market Information" by Gelatt and Tokuno. A few pages of the appendices will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Access to Information; Career Choice; *Career Information Systems; *Career Planning; Counselors; Employment; Employment Opportunities; Employment Statistics; *Information Sources; *Information Utilization; *Labor Market; *Occupational Information; Postsecondary Education; Prediction; Secondary Education; Users (Information)
IDENTIFIERS- *Wisconsin Career Information System
This document is intended to help those who provide assistance for career decision making in Wisconsin to incorporate labor market information in their work with clients. The topics covered are as follows: (1) career decision making; (2) what labor market information is, including occupational descriptions and information on wages, hours, fringe benefits, employment trends, entry qualifications, advancement opportunities, education and training programs, the expected impact of technology, military training, and occupational characteristics; (3) how to use labor market information; (4) why counselors and others should use it; (5) where labor market information can be found, such as in the Wisconsin Career Information System (WCIS) and local, state, and national sources; and (6) how counselors and others can use labor market information. Twelve sample cases are used in the last chapter. The four appendices contain an annotated guide to using the WCIS for occupational and educational information, a developmental guidance model, a glossary of employment information terms, and an annotated guide to using periodical labor market information publications. (CML)

DOCUMENT RESUME

ED 322 395 CE 055 589

Harries-Jenkins, Gwyn
Tertiary, Adult and Continuing Education: The Managerial Process.
Newland Papers Number Sixteen.
Hull Univ. (England). Dept. of Adult and Continuing Education
REPORT NO.- ISBN-0-85958-027-X
PUB DATE- 89
NOTE- 144p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Education; Continuing Education; *Educational Administration; Educational History; Foreign Countries; *Organizational Development; *Organizational Effectiveness; *Research Design; *Socioeconomic Influences
IDENTIFIERS- *Great Britain

An awareness that British educational institutions will not be effectively managed until their administrators more thoroughly study and understand the theory and concepts of educational management has produced a rapidly expanding professional literature base on such questions as: How does the management of tertiary, adult, and continuing education differ from the management of other education? and What is the relationship of the management of that educational sector to the theories and educational practices of other educational institutions? The rapidly growing literature on how to explore these questions can be classified within these three headings: the organizational approach, the managerial approach, and the radical approach. There is overlap among those categories. The managerial is the most analytical approach. In the past, the organizational approach dominated inquiry in the field. In the future, it is likely that the radical approach, with its concern for the socioecological variables within which educational institutions are managed, will attract increasing attention. Consequent research will concentrate on an in-depth exploration of management phenomena within educational institutions, on an analysis of the internal social dynamics of these institutions, and on their relationship with the society of which they are an important part. (548 annotated references) (CML)

DOCUMENT RESUME

ED 322 409 CG 022 680

The Tobacco Product Education and Health Protection Act. Report from the Committee on Labor and Human Resources (To Accompany S. 2795). Senate, 101st Congress, 2d Session.
Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
REPORT NO.- Senate-R-101-338
PUB DATE- 27 Jun 90
NOTE- 78p.; Calendar No. 646.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Congressional Sales Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Federal Legislation; *Health Education; *Information Dissemination; Research and Development; *Smoking; *Tobacco
IDENTIFIERS- Congress 101st

This document contains a report written to accompany "The Tobacco Product Education and Health Protection Act" (S. 2795), which authorizes a new title XV of the Public Health Service Act to establish a program of information, education, and research regarding the hazards of tobacco use. A summary of the bill notes that: (1) Subtitle A of the new title XV establishes a Center for Tobacco Products to promote public education and related activities on the health consequences of tobacco use, and support of research efforts; (2) Subtitle B authorizes support for various programs of grants, contracts, and cooperative agreements to be administered by the Center for public information campaigns, for model state leadership incentive grants for anti-tobacco use intervention, for projects to decrease tobacco use in the workplace, and for programs to inform the public of the dangers to human health presented by cigarette smoking and the use of smokeless tobacco products; and (3) Subtitle C prohibits a number of acts related to the manufacture of tobacco products and deals with misbranded and adulterated tobacco products. This report also contains sections on the background of the bill, the text of the bill as reported, views of the Committee on Labor and Human Resources of the U.S. Senate, a history of the legislation and committee action, cost estimates, a regulatory impact statement, a section-by-section analysis of the bill, and changes in the existing law. (NB)

DOCUMENT RESUME

ED 322 424 CG 022 696

Schutte, Nicola; Malouff, John
Assigning Applications in Behavior Modification Courses.
PUB DATE- Apr 90
NOTE- 8p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (36th, Atlanta, GA, April 4-7, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assignments; Behavior Change; *Behavior Modification; College Students; Higher Education; Outcomes of Education; Outcomes of Treatment; Teaching Methods

Some behavior modification textbooks encourage students to apply behavioral modification techniques in their own lives. This descriptive study using undergraduate students examined the usefulness of giving students in behavior modification courses the assignment to apply behavior modification techniques in their own lives. Subjects (N=50) were given assignments designed to give them the opportunity to use behavior modification techniques to bring about a change in a behavior important to themselves or to another individual. Students measured baseline occurrence of the behavior, selected one or more behavior modification techniques to change the behavior, implemented the techniques, recorded the behavior after implementing the techniques, and reported on the program and its outcome. Results indicated 46 of the 50 students were successful in bringing about a desired change. The results of a questionnaire given to 18 of the students indicated the students experienced the application as useful, tended to use behavior modification techniques other than for class assignments, and planned to use behavior modification techniques in the future. (ABL)

DOCUMENT RESUME

ED 322 439 CG 022 711

Oswald, Hans; Stuendel, Raimund
Adolescents between Mothers, Fathers and Peers: Similarities in Political Attitudes in West Germany.
PUB DATE- Mar 90
NOTE- 24p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (3rd, Atlanta, GA, March 22-25, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Childhood Attitudes; *Congruence (Psychology); Foreign Countries; *Parent Attitudes; *Peer Influence; *Political Attitudes
IDENTIFIERS- *West Germany
This study was conducted to analyze the conditions under which adolescents agree with their parents and/or friends on specific political topics in the Federal Republic of Germany. Respondents were 136 father-mother-adolescent triads in West Berlin. The adolescent sample was evenly divided by gender, the age ranged between 12 and 18 years. In addition, 153 pairs of friends were also interviewed. Parents, adolescents, and peers were asked the same questions concerning six political issues: their political interest, their party identification, their attitudes toward nuclear power plants, their attitudes toward the peace movement, their attitudes toward guest workers (Turks, etc.) and their attitudes toward women's liberation. The results revealed that the influence of mothers was highest in regard to general political interest and partisanship and on the issue of deporting foreign workers. The influence of fathers was highest in regard to partisanship and on the issue of foreign workers. Depending on topic, there were same-gender influences as well as cross-gender influences. Friends were similar in attitudes toward nuclear power plants and the peace movement. In sum, parents were influential in generating political interest and in general political topics. Adolescents were similar in issues which attract young people in most western societies. Political interest of parents, close relationships within the family, and homogeneity of the parents' political opinions increased the influence of parents. (Author/NB)

DOCUMENT RESUME

ED 322 454 CG 022 727

Tumuti, Sammy
A Comparison between African Traditional and Modern Child Rearing Practice: With Implication to Youth Guidance and Counselling.
PUB DATE- May 90
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- *Child Development; *Child Rearing; Counseling; Foreign Countries; Individual Needs; Parent Child Relationship; *Parent Responsibility; *Social Change; *Sociocultural Patterns; *Teacher Responsibility; Trend Analysis; Youth Problems
IDENTIFIERS- *Africa
In the traditional African society (TAS), the child is allowed to interact with learning materials and situations. Consequently, learning becomes relevant, meaningful, and purposeful in relation to the individual and the society. In the modern African society (MAS), education has been at best an experiment that is marked with inconsistencies in education systems. As a result, the youth are left confused as they are swept from one system to another without the benefit of counseling. In the TAS, the youth are specifically prepared for the occupations they will take when they become adult members of the society. It facilitates their identification process. The youth are given an academic education only as they grow up in the MAS. Therefore, they flock into urban areas seeking employment as soon as they terminate their academic education. They are disappointed at not finding employment because they lack necessary skills. In the TAS, all adult members of society have a "natural" mandate to correct and counsel youth at any time they find them making mistakes or having problems. On the contrary, parents are expected to correct their youth in the MAS. They pass that responsibility to teachers who understand their responsibility as that of giving youth academic education. Youth problems are ignored by both parties. (Author)

DOCUMENT RESUME

ED 322 469 CS 010 148

Scott, Rose Mary
The Relationship between Elementary Teachers' Use of Theoretical Knowledge about Seatwork during Reading Instruction and Students' On-Task Behavior.
PUB DATE- May 90
NOTE- 37p.; Paper presented at the Annual Meeting of the International Reading Association (35th, Atlanta, GA, May 6-11, 1990). Paper based on a doctoral dissertation, Ohio State University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Research; Elementary Education; *Elementary School Teachers; Learning Strategies; *Reading Instruction; *Student Behavior; *Teacher Effectiveness; Teacher Role; *Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- Ohio; *Seatwork
This study investigated the relationship between elementary teachers' theoretical knowledge about seatwork during reading instruction and students' on-task behavior. Subjects, 253 students and their 10 elementary teachers in an inner-city school in Ohio who used seatwork activities with the rest of the class while they worked in small reading groups, were administered a Student Engagement Rating and a Seatwork Procedures Observation. Results indicated that teachers did use theoretical knowledge about seatwork and that a significant difference existed across grade level in their use of such knowledge. Although there were indications of a relationship between teachers' use of knowledge about seatwork and students' on-task behavior, the findings were not significant. (Three tables and three figures of data are included; 36 references are attached.) (RS)

DOCUMENT RESUME

ED 322 483 CS 010 178

Durham, Meenakshi Gigi
Is It All in the Telling?: A Study of the Role of Text Schemas and Schematic Text Structures in the Recall and Comprehension of Printed News Stories.
PUB DATE- Aug 90
NOTE- 52p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (73rd, Minneapolis, MN, August 1-4, 1990).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Reading Comprehension; *Reading Processes; Reading Research; Reading Skills; *Recall (Psychology); *Schemata (Cognition); *Text Structure
IDENTIFIERS- News Stories; *Text Factors; Text Processing (Reading)
This study hypothesized that altering a news story to conform to a more familiar structure might increase comprehension and recall. Subjects, 104 undergraduate students, completed a Media Use Survey, a questionnaire for collecting demographic information, the WIRE test, a strength of text schema measure, and a comprehension questionnaire. Students read a stimulus passage rewritten to follow either a news, narrative, or expository text structure. The three hypotheses focusing on short-term and long-term retention of the text content were partially substantiated. Hypotheses which predicted that comprehension of a story's content would be affected by manipulation of the story's structure were not fully supported. In-depth analysis of the recalls showed that key facts were equally well remembered in all three versions of the panther passage, but only well remembered in the expository and news versions of the uprising passage. Results indicated that recall was significantly affected by the structure of a passage and the strength of readers' text schemas; comprehension appeared to depend on prior knowledge of the passage's topic. (Seven tables of data are included, and 93 references are attached.) (MG)

DOCUMENT RESUME

ED 322 498 CS 212 398

Gaunder, Eleanor Parks
The Evolution of a Research Paper for Multiple Audiences.
PUB DATE- Mar 90
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Audience Awareness; Case Studies; Higher Education; Persuasive Discourse; *Research Papers (Students); Writing (Composition); *Writing Processes; Writing Research
IDENTIFIERS- Academic Discourse Communities; Purpose (Composition)
This case study examined one advanced undergraduate student's efforts to write on similar topics for three different audiences--an advanced composition class, a history of Western philosophy class, and a district meeting of Pi Alpha Theta. Initially the student was juggling the demands of writing research papers for her two courses, and the third audience was not even a consideration until a professor asked the student to revise the paper for a presentation to the history honorary society. The student was experienced enough to realize from the beginning that the English and history assignments were quite different, but she was not aware until the writing process began what effect writing on the same topic for two different audiences would have. The student's sense of audience and of purpose slowly evolved from "teacher as reader" to a synthesis of the two audiences into one academic audience that was interested in the philosophy and history of ideas presented in the papers. Revision centered mainly on shortening one paper and on composing a different conclusion. The third paper, however, required more indepth modification. Laura's awareness that the third audience was a listening rather than a reading audience provided her with a starting point. In her review, the student focused on clearly stating main ideas early in each paragraph, in emphasizing more conventional attitudes toward her topic; in deleting parenthetical comments; in discovering alternatives to frequently repeated words and phrases; and in removing most references to specific critics. Writing for a "real" audience successfully stimulated improvements in organization, development, and clarity. (Fourteen references are attached.) (KEH)

DOCUMENT RESUME

ED 322 512 CS 212 462

Partridge, Susan
Assessing Students' Writing in the 1990s: A Discussion.
PUB DATE- 90
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; *Educational Innovation; Elementary Secondary Education; *Evaluation Methods; *Portfolios (Background Materials); *Student Evaluation; Writing Ability; *Writing Evaluation; *Writing Instruction; Writing Skills
IDENTIFIERS- Childrens Writing; Student Centered Assessment; Writing Development

Students' essays are increasingly being included in the assessment of their writing ability. One scholar feels that in contrast to more traditional tests of writing ability, the Written Language Assessment bases its assessment on whole pieces of text the students write. The essays represent three different types of writing: expressive, instructive, and creative, which are scored qualitatively and quantitatively. Another scholar states that performance testing reveals the presence or absence of thoughtfulness and understanding, not simple memorization; it requires the teaching of a thinking curriculum to all students; and, by involving them in assessment, it empowers teachers. Many educators believe that the use of portfolios could prove to be the most powerful of all performance assessments, if a reliable way of using them for accountability can be devised. One important advantage of using the writing portfolio in assessing students' writing is that there will be a lot of examples of their writing on a variety of topics and over a long period of time. Good writing assignments should provide for individual differences and for the individual's expression of his/her thoughts and opinions. The thinking processes involved in good writing can be helpful in all learning regardless of the subject matter. Multiple assessments of students' writing must be used if the uniqueness of students is to be considered in the evaluation process. Writing assessment must be in keeping with the current changes in writing instruction. (MG)

DOCUMENT RESUME

ED 322 527 CS 212 477

Arnold, Mary
Mapping the Territory: A Conceptual Model of Scholastic Journalism.
PUB DATE- Aug 90
NOTE- 60p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (73rd, Minneapolis, MN, August 1-4, 1990).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Censorship; Content Analysis; Ethics; *Journalism; *Journalism Education; *Models; *School Newspapers; Secondary Education; *Secondary Schools
IDENTIFIERS- Association for Ed in Journalism and Mass Commun; Journalism Research; Research Trends; *Scholastic Journalism
Intended to provide a comprehensive conceptual framework to serve as a scaffold for past, present, and future research on "scholastic journalism" (journalism in the secondary school), a topical content analysis of the Association for Education in Journalism and Mass Communication (AEJMC) Secondary Education Division research, teaching, and issues sessions for the years 1977 to 1989 was undertaken. Papers or teaching sessions were placed into one or more of 13 categories, including censorship and legal and ethical issues, electronic media/technology, established media, financial concerns, publication production, and visual content. A list of 182 primary and secondary subject headings was developed, based on indexing practices in a number of existing electronic databases, to serve as key words for a newsletter indexing program. The categories derived from the AEJMC program topical content analysis were compared to the 37 masters theses and doctoral dissertations in the "high school media" category of "Journalism Abstracts" for the same period. Results indicated that legal and ethical issues were the primary conceptual area for scholastic journalism researchers. Results also indicated that history and cultural diversity were two conceptual areas that were slighted by researchers. (Thirty-nine footnotes, five tables and four figures of data, and a figure representing a conceptual model of scholastic journalism are included; 116 references, a list of dissertations and theses, the newsletter indexing key word list, and a list of studies concerned with secondary school journalism are attached.) (RS)

DOCUMENT RESUME

ED 322 542 CS 507 216

Kuehn, Scott A.
A Play Theory Analysis of Computer-Mediated Telecommunication.
PUB DATE- 20 Apr 90
NOTE- 16p.; Paper presented at the Annual Meeting of the Eastern Communication Association (81st, Philadelphia, PA, April 19-22, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Communication (Thought Transfer); *Electronic Mail; Heuristics; Information Technology; *Play
IDENTIFIERS- Communication Behavior; *Computer Mediated Communication; Computer Users; *Play Theory (Communication)
The computer user has played an active part in uncovering changes brought on with microcomputer technology. Electronic mail (or "E-mail"), which enables users to send and receive messages through bulletin board services ("BBSs"), is often considered one innovation of the computer revolution. A BBS provides opportunities for both "live," real-time exchanges with the BBS host or a fellow user and "asynchronous" message exchanges. BBS telecommunication differs from other forms of computer-controlled communication in that it occurs in a non-task-oriented, active environment. Play theory, which examines the relationship of a medium user to the medium, may explain why computer users choose to employ the BBS. According to play theory, "communication play" is a form of self-expression that takes advantage of a medium in promoting a feeling of individuality. Computer-mediated telecommunication is an example of what has been called "participatory play," which occurs when communicators are free to alter interaction to achieve goals. Analysis of computer-mediated telecommunication must consider both the decision to use the medium and the unique features of the medium that provide content cues of communication play. A network analysis (examining who talks to whom about what) might also shed light on the influence of play communication. (Fourteen references are attached.) (SG)

DOCUMENT RESUME

ED 322 557 CS 507 245

Fedler, Fred; Smith, Ron F.
Faculty Members in Ad/PR Perceive Discrimination in Academia.
PUB DATE- Aug 90
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (73rd, Minneapolis, MN, August 1-4, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Advertising; Attitude Measures; Bias; *College Faculty; Communication Research; *Faculty College Relationship; Higher Education; *Journalism Education; National Surveys; Occupational Surveys; *Public Relations; Questionnaires
IDENTIFIERS- *Association for Ed in Journalism and Mass Commun; Journalism Research
This study examined whether faculty in advertising and public relations feel they are being treated fairly in their departments and in the Association for Education in Journalism and Mass Communication (AEJMC). A three-page questionnaire was mailed to 460 people belonging to either the Advertising Division or the Public Relations Division of the AEJMC; 232 were returned, for a response rate of 50.4%. Findings revealed that a majority of respondents feel they are treated fairly by their department chairs, but that many feel mistreated by their departments, and especially by their news/editorial faculties. Findings also showed that there is widespread feeling that schools favor their news/editorial sequences, and that the AEJMC has a bias in its activities and publications. Despite the problems, a majority of the respondents said that advertising and public relations should remain in departments and schools of journalism and mass communication. (Nine footnotes are included, and an appendix contains the questionnaire.) (SR)

DOCUMENT RESUME

ED 322 571 EA 022 011

Smoley, Eugene, Jr.
When Adopting a School Is Not Enough: Business Leadership in Reforming Public Education. Cresap Insight.
Cresap, Washington, DC.
PUB DATE- Sep 89
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Principles; *Consultants; *Educational Change; Educational Policy; *Education Work Relationship; Elementary Secondary Education; *Public Education; *School Business Relationship; *Urban Education
IDENTIFIERS- *Partnerships in Education

This document discusses the desirability of creating a synergistic business/education relationship. The most pressing problems of urban education and education reform are not conceptual or analytic, but managerial. Dysfunctional public education will affect business in the future because the products of the education system will enter the work force as inadequate human capital. Business must eschew its peripheral, largely philanthropic, involvement with schools for a more whole-hearted commitment to managerial reforms. Mere survival is not enough. Despite a growing consensus on both the problems and the cures, reform efforts in urban schools have largely been ineffective. The problem is a piecemeal approach to proposing solutions. Fundamental reform means clarifying educational mission and getting commitment to it from major stakeholders. The organization must then be structured in a way that will support its mission and not hinder it. All these items are classic management tasks. Policy formation in cities and schools must be reexamined and new models of business involvement must be developed. (MLH)

DOCUMENT RESUME

ED 322 587 EA 022 086

Lawrence, Paul F.; Clay, Katherine
Desegregation, Integration, Educational Quality: A Primer for Compliance Monitoring.
Ventures for Public Awareness, San Carlos, CA.
PUB DATE- 89
NOTE- 76p.
AVAILABLE FROM- Publications, Ventures for Public Awareness, P.O. Box 7140, San Carlos, CA 94070 ($14.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Compliance (Legal); *Desegregation Litigation; *Desegregation Methods; *Educational Quality; Elementary Secondary Education; Legal Responsibility; Racial Integration; *School Desegregation
There are hundreds, perhaps thousands, of school districts across the nation operating under court orders to desegregate their schools. The cost of complying with these court orders runs into the hundreds of millions of dollars each year, and thousands of people are charged with overseeing the effective use of these dollars. This book is based on the philosophy that court orders must address the concerns that usually underlie the rationale behind a desegregation lawsuit: not just to ensure that certain children or groups of children intermingle, but to increase the chances that all children will receive an education that will enable them to lead constructive lives. Specifically, the five sections of this book detail ways of making the compliance review monitor's effort productive and successful; particularly the review must ensure that the schools covered by the desegregation court order are in compliance with the mandates of the court. The sections cover: (1) the process of desegregation litigation; (2) definitions of desegregation and integration; (3) methods of desegregation; (4) integration and educational quality; and (5) the compliance review. The appendices contain samples of compliance review checklists and assignment sheets, various reporting instruments, excerpts from different types of reports, tips on interviewing, and hints for translating a court order into nonlegal prose. (37 references) (KM)

DOCUMENT RESUME

ED 322 601 EA 022 106

Irvine, Robert B.
When You Are the Headline. Managing a Major News Story.
REPORT NO.- ISBN-0-87094-926-8
PUB DATE- 87
NOTE- 349p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Role; Agenda Setting; Communication Skills; Conflict Resolution; Credibility; *Disclosure; Elementary Secondary Education; *Information Dissemination; *Mass Media; News Media; Organizational Communication; Organizational Objectives; Persuasive Discourse; Press Opinion; *Publicity; *Public Relations; Public Speaking; Television
IDENTIFIERS- *News Stories

Guidelines for administrator response to the mass media when one's organization is the focus of a news story are offered in this book. Practical suggestions are offered for the projection and enhancement of an organization's value in crisis and noncrisis situations. A common-sense communications approach is advocated regardless of organizational size or news story type or scope. The administrator must be responsive but have a realistic disclosure strategy based on the situation and nature of the organization. The book is useful to administrators in demonstrating the effect of administrators' media relations decisions on perceptions and future operations of the organization. Sixteen chapters cover information on immediate and long-range media relations strategies, documentation, disclosure, news conference logistics, control of information distribution, interacting with different news media, spokesmanship, and personnel management. Extensive footnotes, a list of contributors, and an index are included. (LMI)

DOCUMENT RESUME

ED 322 615 EA 022 130

Profiles of Successful Drug Prevention Programs, 1988-89. Drug-Free School Recognition Program.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- PIP-90-895
PUB DATE- May 90
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Alcohol Abuse; Awards; Community Involvement; Demonstration Programs; Discipline Policy; *Drug Abuse; *Drug Education; Early Intervention; Elementary Secondary Education; Illegal Drug Use; Outreach Programs; Parent Participation; *Prevention; Private Schools; Profiles; Program Effectiveness; Public Schools; School Policy; Staff Development; Student Participation; Substance Abuse; Success
IDENTIFIERS- *Drug Free School Recognition Program

The Drug-Free School Recognition Program is a competitive evaluation and award program that acknowledges those public and private elementary and secondary schools with successful substance abuse prevention or reduction programs. Strategies and activities utilized by the 47 winning schools, which underwent an extensive nomination and review process, are highlighted in this report. Effective prevention strategies, or "indicators of success," are as follows: recognition and assessment of drug problems; clearly defined, enforced, and publicized policies; comprehensive substance abuse education curricula; staff development; and student, parent, and community involvement. A table depicting the outstanding components of each program is included, and individual programs are described in separate entries. The entry for each program provides: the "indicators of success" found to be especially outstanding in this program (e.g., teaching drug prevention); demographic profile--grades, enrollment, percentage of low income group, percentage of minority populations, and percentage of whites; brief narrative description of the program; and information concerning the contact person. 1987-88 program winners, 1988-89 steering committee members, and 1988-89 program review panelists/site visitors. (LMI)

DOCUMENT RESUME

ED 322 630 EA 022 155

Purser, Susan R.; And Others
The Relationship between Secondary Principals' Evaluation of Teachers and Pupil Achievement.
PUB DATE- Apr 90
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Correlation; High Schools; Job Performance; Measurement Techniques; Predictor Variables; *Principals; Regression (Statistics); Statistical Inference; *Teacher Administrator Relationship; Teacher Characteristics; *Teacher Effectiveness; *Teacher Evaluation; Teacher Supervision
The relationship between teacher effectiveness, as measured by residualized student grades, and teacher evaluations by secondary principals is analyzed in this study. The two-step methodology involved baseline data collection and an effectiveness development phase. In the first phase, demographic variables were obtained from personnel files of 145 teachers and from school district students enrolled in English, mathematics, science, and social studies. Data were also collected from principals' teacher evaluation reports. The effectiveness development phase established regression coefficients for student demographic variables and classified levels of teacher effectiveness from a stratified random sample of 87 high school teachers. Multiple discriminant analysis was then used to test the relationship between principals' evaluations of teachers and teacher effectiveness based on student achievement after controlling for certain student variables. Findings indicate that the use of a secondary principals' evaluation process is teachers (44 black, 43 white; 54 female, 33 male; content areas of English, mathematics, science and social studies). Multiple discriminant analysis was then used to test average, average, and below average. However, principals' evaluations effectively identified the most effective teachers. Recommendations are made for: (1) inclusion of student contextual factors in teacher evaluations; (2) assessment of pupil achievement prior to

conducting teacher training and evaluation; and (3) application of the model to evaluations of buildings and systems and to elementary-secondary education. Statistical tables are presented. (12 references) (LMI)

DOCUMENT RESUME

ED 322 644 EA 022 175

Taite, Glenna L.
Identifying the At-Risk Student: Do Legislators Know Best?
PUB DATE- Apr 90
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Class Rank; *Dropouts; *Evaluation Criteria; Grade Point Average; Grade Repetition; *High Risk Students; High Schools; Models; No Shows; Performance Factors; Predictive Measurement; School Holding Power; Social Indicators; *State Standards; Student Evaluation; Withdrawal (Education)
IDENTIFIERS- *Dallas Independent School District TX

The effectiveness of a state-mandated set of evaluation criteria to identify potential dropouts is evaluated in this study. The selection criteria, based on unsatisfactory academic performance, excluded special education and limited language proficient students. Data analysis of school records and various test scores of 55,666 students in grades 7-12 classified 20,909 at-risk students under the state-mandated criteria. Optional variables include cumulative grade point average, number of years over age, grade level, gender, ethnicity, achievement and proficiency tests, migrancy, socioeconomic status, special education, and limited English proficiency. The only optional criterion tested was socioeconomic status. Findings indicate that the state standards designed to identify students with below standard academic performances were unsuccessful in identifying imminent dropouts. Mandated criteria correctly identified 40 percent of the dropouts, while alternative criteria accurately located 73 percent. However, because a failing grade point average is a powerful discriminator for immediate dropout behavior, achievement difficulties as a possible precursor to failing grades should be studied. Symptoms of other conditions to be studied are poor academic performance, such as course failure and low grade point average, and over-age students. A model for projecting dropout rates is described. Tables and figures illustrate the findings. (LMI)

DOCUMENT RESUME

ED 322 659 EC 231 845

Barcus, Michael, Ed.; And Others
Supported Employment Implementation Issues. A Summary of Discussions from the VCU RRTC-Employment Network Issues Forum: Future Directions for Supported Employment.
Oregon Univ., Eugene. Employment Network.; Virginia Commonwealth Univ., Richmond. Rehabilitation Research and Training Center.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Nov 88
NOTE- 149p.
CONTRACT- 300-87-0057; H133B80052
AVAILABLE FROM- Virginia Commonwealth University, Rehabilitation Research and Training Center, 1314 West Main St., VCU Box 2011, Richmond, VA 23284-2011 ($13.95).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adults; *Delivery Systems; Economic Development; Financial Support; Marketing; Program Development; *Program Implementation; *Program Improvement; *Severe Disabilities; Social Integration; Staff Development; *Supported Employment; Systems Development; Technical Assistance
This monograph aims to provide a blueprint for: (1) expanded supported employment implementation for individuals with disabilities; and (2) improvement in service delivery practices. It contains edited summaries of the discussions of five working groups from a major forum on national supported employment issues which was convened in Williamsburg, Virginia, in May 1988. The five working groups covered: systems change/conversion, integration and empowerment, in-state economic development and marketing, long-term funding, and technical assistance and staff development. Each working group identified issues relevant to its topic; identified components of each issue; and specified progress, resources, and challenges related to the issues. An introductory paper describes how the issues forum was designed and how topical areas and formats were determined. A concluding paper notes that the issues forum marked a change in expectations from beginning a social change initiative to extending the reality of integrated jobs with long-term support to all persons with severe disabilities. (JDD)

DOCUMENT RESUME

ED 322 673 EC 231 861

McGuire, Joan M.; Bieber, Natalie
Providing Learning Disabilities Services at Technical Colleges: A New Challenge.
PUB DATE- 89
NOTE- 16p.; Paper presented at the Annual Conference of the Association on Handicapped Student Service Programs in Postsecondary Education (Seattle, WA, April, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Admission Criteria; College Students; *Learning Disabilities; *Needs Assessment; Postsecondary Education; Student Characteristics; Student Needs; *Student Personnel Services; *Technical Institutes; Two Year College Students
IDENTIFIERS- Connecticut

An overview of the needs of postsecondary students with learning disabilities in technical colleges is provided, based on data gathered during 12 months of on-site technical assistance provided to five Connecticut technical colleges. Data suggest that institutional planning was a high-priority need, followed by information on Section 504 of the Rehabilitation Act, inservice education for faculty/staff, and admissions and intake procedures. Across sites, there was variation in the key campus facilitator (e.g., the Dean of Students, the Dean of Instruction, Counseling Center personnel). A comparison of two-year community colleges and technical colleges on selected variables offers insight into some important differences that service providers should consider in the areas of admissions criteria, student coursework in high school, curriculum, methods of instruction, and faculty credentials and characteristics. Characteristics of learning-disabled students who meet the technical standards for admission to a technical college are listed. Includes four references. (JDD)

ED 322 287 CE 054 686

Smith, Clifton L.; Elias, Julie Whitaker
Cooperative Industrial/Vocational Education. Test Items and Assessment Techniques.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Jun 89
NOTE- 327p.
AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Exploration; *Career Planning; Communication Skills; *Computer Literacy; *Cooperative Education; Employment Interviews; *Employment Potential; Fringe Benefits; Industrial Education; *Interpersonal Competence; Job Application; *Leadership Training; Mathematical Applications; Money Management; Occupational Information; Occupational Safety and Health; Postsecondary Education; Secondary Education; Taxes; Vocational Education
This document contains multiple-choice test items and assessment techniques in the form of instructional management plans for Missouri's cooperative industrial-vocational education core curriculum. The test items and techniques are relevant to these 15 occupational duties: (1) career research and planning; (2) computer awareness; (3) employment orientation; (4) human relations; (5) income management; (6) insurance; (7) job application and interview; (8) leadership development; (9) legal responsibilities; (10) private enterprise economics; (11) occupational communications; (12) occupational mathematics; (13) occupational safety; (14) social security; and (15) tax responsibilities. The core curriculum duty and task addressed by each test item and technique is identified. Correct answers to the test items are marked with an asterisk. In the second section of the document, several application experiences (learning activities) are provided for each task. Each application experience occupies a separate page that includes space for rating the student's performance of the experience as acceptable, marginal, or unacceptable. (CML)

ED 322 312 CE 055 295

Faraday, Sally; Harris, Richard
Learning Support. 7. Technical Aids and Information Technology.
Further Education Unit, London (England).; Skill: National Bureau of Students with Disabilities, London (England).; Training Agency, London (England).
PUB DATE- 89
NOTE- 28p.; In: Learning Support. A Staff Development Resource Pack for Those Working with Learners Who Have Special Needs; see CE 055 287.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Autoinstructional Aids; *Computer Assisted Instruction; Computer Simulation; Computer Software; Continuing Education; Courseware; Educational Improvement; Educational Media; *Educational Technology; Foreign Countries; Individual Needs; *Information Technology; *Inservice Teacher Education; Learner Controlled Instruction; Mainstreaming; Media Selection; Postsecondary Education; *Special Needs Students; *Staff Development; Training
IDENTIFIERS- *Great Britain
Technical aids and information technology are the subjects of this document, one of 9 modules in an 11-unit resource pack designed to help trainers and postsecondary and continuing education staff meet the needs of special needs students in Great Britain. Having completed the module, staff should be able to: (1) identify technical aids; (2) include the use of technical aids by learners in a course or training program; (3) show how technical aids can help learners with special needs gain access and participate; (4) identify the main uses of information technology (IT) in training and teaching; (5) choose appropriate computer-assisted learning (CAL) software packages to meet special needs; and (6) use two strategies for the application of CAL in a course or training program. The module explains the value of IT for special needs students and how to evaluate CAL programs. For special needs learners, it is recommended that programs should: contain minimal text with clear layout; facilitate instruction recall to the screen with single-key input; contain safeguards for error input so that mistaken input by the student does not result in a program's crashing; contain uncluttered and accurate graphics; allow easy input; permit variation in acceptable language input responses; include simple procedures for modifying the program; and provide for alternative peripheral input, such as joystick, light pen, thumb switch, and touch screen. Appendixes include: an outline of the process to assess study aids and strategies; checklists for context, technical needs, equipment, resources, and learner's needs; a sample questionnaire for obtaining checklist data; and an example of a self-profile used to ascertain the learner's perception of needs. (CML)

ED 322 353 CE 055 473

Engine & Vehicle Mechanics Curriculum.
Alaska State Dept. of Education, Juneau. Div. of Adult and Vocational Education.
PUB DATE- 87
NOTE- 85p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Mechanics; *Competency Based Education; Curriculum Development; Educational Objectives; Employment Qualifications; *Engines; *Motor Vehicles; *Occupational Information; Postsecondary Education; Secondary Education; State Curriculum Guides; Teacher Role; Trade and Industrial Education
IDENTIFIERS- *Alaska

This competency-based curriculum includes all competencies a student will acquire in an engine and vehicle mechanics educational program. It follows guidelines established for automobile technician training programs leading toward certification and addresses requirements of the National Institute for Automotive Service Excellence (ASE). The handbook is organized in seven sections. Section 1 introduces the concept of competency-based curriculum. The role of vocational educators in curriculum planning, implementation, and evaluation is discussed. Section 2 provides the scope, sequence, and hierarchy of engine and vehicle mechanics competencies. Section 3 presents the curriculum, including the competencies and tasks for the following topics: laboratory safety; tools and lab equipment; basic engine fundamentals; employability skills; automotive engine service; transmissions and drive trains; brakes; suspension, steering, and alignment; accessories; and climatic care. Section 4 contains course descriptions to assist school districts in developing their vocational programs. Section 5 provides curriculum analysis matrices to be used to determine competencies to be included in specific engine and vehicle mechanics courses. Section 6 provides a sample skills card for evaluating and recording student progress. Section 7 provides a 15-page list of resources and specific materials available in Alaska and nationally. Suggested tools and shop equipment are listed, as identified by the ASE. (CML)

ED 322 367 CE 055 490

Gregory, Shirley M.
Does Co-op Really Make a Difference? A Look at Graduation and Retention.
PUB DATE- 90
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *Adult Dropouts; *College Graduates; *Cooperative Education; Degrees (Academic); Dropout Rate; Postsecondary Education; Student Attrition
IDENTIFIERS- *Oregon; *Washington
A study was undertaken to investigate the degree completion rates and the retention rates of cooperative education (co-op) students in eight colleges in Washington and Oregon. Four were community colleges and four were four-year institutions. The subjects in the study included 400 randomly selected community college co-op students, 400 four-year college co-op students, 2 control groups of 400 students each, a minority sample of 100, and a control sample of 100. A 5-year time frame for the study began with students entering the colleges in 1983. Results indicated that, at the four-year colleges, 85 percent of the co-op students completed their degrees within the 5 years, whereas only 48 percent of the control group students completed their degrees. At the community colleges, 55 percent of the co-op students and 21 percent of the control group students completed their degrees. For the minority sample, there was a 37 percent difference between the co-op and the control group, with 55 percent of the co-op group graduating. Substantial gains in retention of co-op students over retention of students in traditional programs were also documented. (8 references, 2 tables, 3 figures) (CML)

ED 322 396 CE 055 590

McCrory, David L.; Maughan, George R.
Resources in Technology.
International Technology Education Association, Reston, VA.
REPORT NO.- ISBN-0-87192-152-9
PUB DATE- 84
NOTE- 69p.; For related volumes, see CE 055 591-595.
AVAILABLE FROM- International Technology Education Association, 1914 Association Drive, Reston, VA 22091-1502 ($6.50 members, $7.50 nonmembers; six-volume set: $35.00 members, $37.50 nonmembers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Alternative Energy Sources; Communications; Electricity; *Energy; Energy Occupations; Engines; *Futures (of Society); *Industrial Arts; Kinetics; Manufacturing; Microelectronics; Postsecondary Education; *Power Technology; *Robotics; Secondary Education; Technological Literacy; *Transportation
This document--intended for secondary school and college students--contains technology education instructional units on engines and power, energy conversion, energy futures, energy sources, communication and society, energy and power in communication, communication systems, microelectronics in communication, transportation in society, energy and power in transportation, transportation systems, electric and hybrid vehicles, production and society, energy and power in production, production systems, and robotics and production. Each unit typically includes a list of what students should be able to do after reading it, narrative information, line illustrations, a self-quiz with answers, a list of suggested activities, and a resource list for further study. (CML)

ED 322 410 CG 022 681

Taylor-Mearhoff, Cheryl
Suicide Prevention: The Student Assistance Model.
PUB DATE- 90
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alcohol Abuse; *At Risk Persons; Drug Abuse; Elementary Secondary Education; Emotional Problems; Identification; *Intervention; *Prevention; School Role; *Student Problems; *Suicide

The Roberts Assistance Program (RAP), a model program for student assistance and suicide prevention established in 1988 by the Owen J. Roberts School District in Chester County, Pennsylvania provides services to students in kindergarten through grade 12. Core teams of school professionals from the high school and middle school have received student assistance program (SAP) training to identify and intervene with students who are at risk for substance abuse, depression, suicide, eating disorders, and other emotional concerns. Core teams will also be trained at the elementary school level. Teams consist of a building administrator, counselor, nurse, several teachers, and the coordinator of student assistance programs and services. Prevention services offered by RAP include such educational efforts as the K-12 prevention curriculum for students, faculty in-service programs, and community education. Intervention services include the use of crisis response teams and the establishment of specific procedural guidelines to address drug and alcohol emergencies, cases of child abuse or neglect, runaways, suicide ideation, suicide threats, and suicide attempts. Postvention services are designed to enable school personnel to provide a sense of calm and security for students during the aftermath of a tragedy. Postvention guidelines have been established for administrators, teachers, support staff, individuals at drop-in centers, and the crisis response team. Guidelines outline notification procedures, postvention services, and follow-up strategies. An evaluation of the program revealed that 92% of students believed that the schools should provide such services. (NB)

ED 322 425 CG 022 697

Buri, John R.

Schema Theory and the Psychology-Christianity Dialogue: New Theoretical Applications.

PUB DATE- Aug 90
NOTE- 36p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- *Christianity; *Interdisciplinary Approach; *Psychology; Religious Factors; Theory Practice Relationship
IDENTIFIERS- *Schema Theory

Two misconceptions about the apparent burgeoning interest in the relationship between psychology and Christianity are discussed: that the interest in this dialogue is equally operative on both sides and that those involved in this dialogue share a common set of understandings. The history of the relationship between psychology and Christianity is reviewed. An organization of the psychology-Christianity literature is proposed. Three distinctive approaches to the dialogue between psychology and Christianity are outlined: (1) the development of a Christian psychology; (2) the psychological study of religious sentiment; and (3) the use of psychological principles and methods in religious contexts. These approaches are discussed both in terms of their impact upon Christianity and in terms of their impact upon the discipline of psychology. The effects of the frequently-dominant mind set of psychology upon Christian thought are discussed within the context of schema theory. Finally it is argued that a more veritable relationship between psychology and Christianity might be achieved if the apparent obsession with the integration of these disciplines were forsaken, and instead, the singular contributions offered by each toward a greater understanding of the human condition were acknowledged. (ABL)

ED 322 440 CG 022 712

Volk, Robert J.; Lewis, Robert A.
Directions for the Impact of Intervention-Prompted Changes in Family Functioning on Adolescent Licit and Illicit Drug Use.
PUB DATE- Mar 90
NOTE- 54p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (3rd, Atlanta, GA, March 22-25, 1990).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Drug Use; *Family Influence; *Family Relationship; Family Structure; *Illegal Drug Use; Models; *Substance Abuse
IDENTIFIERS- *Family Systems Approach
Causal models of adolescent substance abuse from a family systems perspective are developed using data from a large-scale family therapy efficacy grant. It is argued that the literature on families of adolescent substance abusers is scattered in its theoretical and empirical efforts, tends to not account for individual and family developmental influences on adolescents' behavior, is laden with poor instrumentation, and tends to treat all drugs indiscriminately. In an attempt to address these concerns, a structural equation modeling approach incorporating systemic and developmental (individuation) perspectives on drug abuse is used in examining the impact of the family system on overall drug use severity, and tobacco, alcohol and marijuana use. The sample included 111 families of adolescent substance abusers representing families of youthful drug users typically seen in treatment. Overall, the family systems causal models explained significant proportions of variance in adolescent illicit drug use, but were not predictive of licit drug use; none of the family systems variables were predictive of the frequency of adolescent tobacco or alcohol use. Conversely, greater family cohesiveness and open family communication were negatively related to overall drug use severity and marijuana use. Democratic parenting styles were associated with greater marijuana use. Finally, there was a trend suggesting that clearer intergenerational roles predict less adolescent marijuana use. Propositions based on the findings are developed and directions for intervention-prompted changes in family functioning on adolescent drug use are offered. (Twelve tables, 9 figures, and 77 references are included). (Author)

ED 322 455 CG 022 728

Tumuti, Dinah W.
The Nature of Work and Problems of Rural Women in Kenya: Implication for Home Economics.
PUB DATE- 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- *Farm Labor; *Females; Foreign Countries; *Home Economics; *Home Economics Education; *Homemakers; *Rural Areas; Rural Family; Social Change; Social Problems
IDENTIFIERS- *Kenya
Home Economics is a profession which helps families and individuals to improve their quality of life. The majority of families in Kenya live and work in rural areas where facilities and resources are limited. Women provide 60-80% of the farm labor. Despite the hard working conditions, rural women have a major responsibility in promoting the standard of living in rural areas. They need professional help in order to utilize the available resources wisely. Home Economics curriculum at all levels of education should include some subsistence farming, food storage, and utilization and should incorporate family and population concepts in all Home Economics related subjects. There is a need to carry out research and to develop appropriate labor and time saving tools and equipment for the tasks performed by rural women both in their homes and on their farms. Training institutions offering Home Economics should develop outreach programs as an extra-curricular activity to visit and educate the rural community around the institutions. When dealing with an area that is as comprehensive as rural families' welfare, a proper coordination and integration within all the government and non-government agencies working for rural development is needed in order to avoid wasting of resources and to minimize duplication and confusion that would be created in the field. (ABL)

ED 322 470 CS 010 155

Andrews, Sharon Vincz
Creating Whole Language Classrooms: Steps to Becoming Learners Again.
PUB DATE- May 90
NOTE- 20p.; Paper presented at the Annual Meeting of the International Reading Association (35th, Atlanta, GA, May 6-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Classroom Environment; *Classroom Techniques; College Students; Cooperation; Educational Innovation; Higher Education; *Language Arts; Learning Strategies; Learning Theories; Student Journals; Teacher Education; Teacher Student Relationship; *Whole Language Approach
IDENTIFIERS- *Collaborative Learning
Three basic beliefs support teaching: (1) learning is social and individual; (2) learning must be personally meaningful; (3) learning rests upon a knowledge base that is constructed, not transmitted. The first step to creating an environment which supports learning in meaningful ways is for the teacher and students to become better inquirers into their own ways of learning and knowing and to begin to articulate questions which can direct their thinking during the semester. Transactional replays help to better understand students' resistance to process curriculum in reading and language arts methods classes and the new role for the teacher in relation to students. This strategy involves jotting down notes on conversations during team work times and reading them back to the students to begin asking theoretical questions. This reflective process enables the class to see their instructional histories and ways of knowing as educators, their vision of the ideal, and their process of negotiating the current curriculum of the class. New views of learning surface as the community of learners evolves; students begin to see themselves as developing knowledge bases within their groups through the group process. Students are supported in their journeys toward self-knowledge and subject knowledge by group sharing and interaction. Teachers must develop curriculum structures, an audience for all voices, and places to take the risks which support authentic teaching and learning. The roles in the classroom and the curriculum structures created must continue to evolve practically and meaningfully as beliefs about knowledge sources and construction expand. (Twenty-three references are attached.) (MG)

ED 322 484 CS 010 179

Gillis, M. K.
Applying Comprehension Strategies to K-3 Tradebooks.
PUB DATE- May 90
NOTE- 10p.; Paper presented at the Annual Meeting of the International Reading Association (35th, Atlanta, GA, May 6-11, 1990).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reference Materials - Bibliographies (131)
Guides/Methods/Technigues (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Annotated Bibliographies; Class Activities; *Learning Activities; *Primary Education; *Reading Comprehension; Reading Instruction; Teaching Methods; *Thinking Skills
IDENTIFIERS- Expository Text; Narrative Text; *Trade Books
Arguing that a powerful teaching technique teachers can use for developing students' comprehension strategies is direct instruction in the thinking strategies used for various comprehension tasks, this paper: presents characteristics of 25 tradebooks appropriate for the application of various comprehension strategies; gives specific examples of titles to be used to practice and apply various comprehension strategies; provides brief annotations of books mentioned; and suggests activities and discussion questions for some of the titles. (RS)

ED 322 499 CS 212 399

Hayes, Christopher G.
Using Writing To Promote Reading To Learn in College.
PUB DATE- 9 May 90
NOTE- 12p.; Paper presented at the Annual Meeting of the International Reading Association (35th, Atlanta, GA, May 6-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Basic Writing; Cognitive Processes; *Critical Reading; Higher Education; Language Role; *Reading Comprehension; Reading Processes; Reading Strategies; *Reading Writing Relationship; Rhetorical Invention; *Writing Processes
IDENTIFIERS- *Analytical Writing; PORPE Strategy; *Writing Is Thinking; Writing to Learn
Basic theoretical assumptions support the contention that writing has an important role to play in the teaching of reading and learning processes. E. M. Forster focused on the product of writing as an embodiment of either finished or evolving thought, and Ann E. Berthoff emphasizes the capacity of language to generate itself and, in so doing, spawn additional thought. The term "epistemic" was coined by Kenneth Dowst to describe an approach to teaching writing that makes language the lens through which humans know the world and construct a reality from that knowledge. Lev Vygotsky similarly emphasized the symbiotic relation between the process and product of verbal composing, and Jacques Derrida and other deconstructionists go even further in privileging language in the creation of thought and knowledge. Recent investigations by R. J. Teirney and P. D. Pearson argue that reading and writing are "acts of composing" that share five cognitive and metacognitive subprocesses that are recursive and overlapping: planning, drafting, aligning, revising, and monitoring. Finally, a growing number of studies strongly support the contention that analytic writing can provide an effective means of deepening students' engagement with written study material and of improving students' long-term memories of such material. These studies (especially those dealing with the PORPE--Predict, Organize, Rehearse, Practice, and Evaluate--strategy and its predecessors) illustrate how directed practice in writing develops and reinforces subprocesses in a more intensive and conscious manner than reading alone can. (Twenty references are attached.) (KEH)

ED 322 513 CS 212 463

Prentice, Penelope
Teaching Creative Writing in the Twenty-First Century: Addressing All the Genres.
PUB DATE- Apr 90
NOTE- 27p.; Paper presented at the Annual Meeting of the College English Association (Buffalo, NY, April 5-7, 1990).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Creative Writing; Curriculum Development; Drama; Fiction; Higher Education; Playwriting; Poetry; Writing Assignments; Writing for Publication; *Writing Instruction; *Writing Skills
IDENTIFIERS- Writing Contexts
An argument can be made for an expansion in the creative writing curriculum to cover all genres. The essential principles of writing in all genres, poetry, fiction, drama, TV, and film can be taught, with the positive effect of saving a serious writing student years of stumbling in the dark. A responsible creative writing course of the present and future must be sensitive to serious writing students' needs by preparing them for writing for radio, film, and TV, without ignoring the important, traditional genres. A course could be developed that might not contribute only to upgrading writing in the media but also afford the professionally bent student writer the best preparation by linking the genres, demonstrating, for example, how poetry and film must both move audiences a long distance in a relatively short space of time by shared techniques, such as controlling images, and a powerful, emotional closure. The course offers the more casual student a greater appreciation of writing, while it develops a greater awareness of self and life. Good writing offers the greatest opportunity to communicate trust and the courage to confront, even to initiate, conflict that inspires the change necessary for growth and development. Suggestions for classroom instruction are provided for the genres of fiction, poetry, drama, film and TV. (Twenty references are attached.) (MG)

ED 322 528 CS 212 478

Ideas Plus: A Collection of Practical Teaching Ideas. Book Eight.
National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-22639; ISSN-1042-5330
PUB DATE- 90
NOTE- 66p.; For Book Seven, see ED 308 544.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Creative Writing; Educational Games; Elementary Secondary Education; *English Instruction; *Language Arts; *Language Usage; *Learning Activities; *Literature Appreciation; Speech Skills; Student Motivation; Teaching Methods; Writing Exercises; Writing Improvement; *Writing Instruction; Writing Processes
Contributed by English teachers across the United States, the activities contained in this booklet are intended to promote the effective teaching of English and the language arts. Teaching strategies offered in the first section of the booklet are designed to stimulate language exploration and include activities where students improvise dialogue and action between two characters, write and arrange readings for three voices, distinguish between fact and inference, work on discussion skills in a structured group discussion, connect concrete images with abstract concepts, and transform original fables into filmstrips. Activities in the second section are designed to stimulate an appreciation and understanding of literature and include focusing on imagist poetry, writing ghost chapters, group role playing, creating the "last words" of famous literary characters, staging a contemporary storytelling contest, and more. Teaching ideas in the third section provide the means for students to learn writing from a variety of different angles and for different purposes. Through this process students become confident, effective writers. Activities include outlining a draft, using Rube Goldberg cartoons as a basis for talking and writing about cause and effect, and practicing descriptive writing by

"magnifying the moment." (SR)

ED 322 543 CS 507 219

Cottone, Laura Perkins
Teaching the Public Relations Case Studies/Campaigns Class.
PUB DATE- Nov 89
NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Case Studies; College Students; Competition; Higher Education; *Moral Values; *Professional Education; *Public Relations; *Social Problems; *Teaching Methods
The public relations case studies/campaigns class entails teaching students how to die and then come back to life. As students must learn to take a critical look at complex public and social issues, teachers should create an environment in which the students feel comfortable with the process of psychological reconstruction. Students must be taught to "die"...to discard the "student" perspective and to adopt the perspective of a business executive who lives in a "pressure cooker." Instructors need to make students realize that every public relations decision reflects a moral or ethical stance. Ideally, students should prepare case studies of campaigns in one class, then create their own campaigns in a separate class. In preparing studies, students should ask critical questions about campaigns, gather data from public relations representatives, and be ready to field questions from other students. A course focusing solely on student campaigns would enable the students to work on more detailed projects. Students should follow a four-step plan, which includes research, planning, implementation, and evaluation of the campaign. Public relations competitions may prompt students to take their work more seriously, adopt a more professional attitude about it, and begin to move from student to practitioner. (Thirty-three references are attached.) (SG)

ED 322 558 CS 507 246

Basil, Michael D.
Examinations of Process: A Practical Guide.
PUB DATE- Aug 90
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (73rd, Minneapolis, MN, August 1-4, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Agenda Setting; Communication (Thought Transfer); Communication Research; *Media Research; *Research Design; Research Problems; Theories
IDENTIFIERS- Research Trends; *Theory Development; Time Series Design; Time Series Experiments
Although there have been frequent calls for over-time research in mass communication, there are still many reasons that researchers use simpler designs. Each approach: two-time point, panel/repeated measures, and time-series experimental designs, offers its own advantages and disadvantages. By examining the benefits and disadvantages of each approach and looking at several research questions, it appears that many research questions would benefit from using multiple approaches. A history of agenda-setting research suggests that non-theoretical over-time research may be a wonderful entry into questions of process, a place where theories may be developed. Theories allow these processes to be examined with other approaches. Therefore, examining temporal processes without developing theories, regardless of method, would be to the detriment of a researcher's ability to understand the processes and effects of communication. (Three figures are included and 123 references are attached.) (Author/MG)

ED 322 572 EA 022 017

Statewide Evaluation of Year-Round and Extended-Day Schools. Executive Summary.
Utah State Board of Education, Salt Lake City.
PUB DATE- Dec 89
NOTE- 19p.; For a related document, see EA 022 018.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cost Effectiveness; Elementary Secondary Education; *Extended School Day; *Program Evaluation; *Scheduling; *Teacher Response; *Year Round Schools
IDENTIFIERS- *Utah

This report summarizes the statewide evaluation of Utah's year-round and extended-day schools, two scheduling models developed to expand the capacity of existing school facilities to serve the needs of a burgeoning student population in some Utah school districts. When asked about their family's experience with year-round education, a substantial majority of patrons responded positively. However, 15 to 20 percent reported problems with vacation, child custody, and multiple schedules. Teachers responding to two questionnaires indicated they did not experience extreme stress except in certain areas including parent teacher conferences, paperwork, salary, and student-teacher ratio. Teachers indicated that the year-round schedule benefitted student attitudes and achievement. Observers found year-round schools to be operating smoothly; students were generally well-behaved and on task. Year-round schools appear to benefit student achievement and have lower overall per student costs. Extended day patrons reported little change for their families. Patrons (36 percent) expressed some concern over the size of specialty classes. Some felt there was less individual attention to students, a more crowded feeling, and less quality information concerning student progress. Although a majority of extended-day teachers felt they could meet their students' needs, many felt they saw too many students daily and that parent relations were more difficult. Although extended-day schools did not show significant test score gains, the program was not found harmful to student achievement. Educational costs were higher on the extended-day schedule than before the program's implementation although per student utility cost and cost per student for teachers remained the same. Several recommendations are provided. (MLH)

ED 322 588 EA 022 088

Bernard, Doran; And Others
Toward Decentralization in Education: Experiences of a Staff Training Program in Indonesia.
PUB DATE- Mar 90
NOTE- 35p.; Paper presented at the International Conference of the United Nation's Educational, Scientific, and Cultural Organization on Planning and Management of Education Development (Mexico City, Mexico, March 26-30, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; *Decentralization; *Educational Planning; Elementary Secondary Education; Foreign Countries; *Inservice Education; *Management Development; Participative Decision Making; *Staff Development; *Training Objectives
IDENTIFIERS- *Indonesia
The STEPPES Project (Strengthening Planning and Management Capabilities in the Educational Sector) is a 4-year staff training effort of the Bureau of Planning in Indonesia's Ministry of Education and Culture. The project's overall objective is to achieve an effective capacity at the provincial level for planning and managing educational policies and programs that meet each province's specific needs in accordance with nationally defined education objectives. The project provides district and provincial staff with inservice training in subject areas supporting improvement in educational planning and management effectiveness through shared decision-making. The STEPPES training program emphasizes four objectives: (1) a clearly defined concept of bottom-up planning; (2) a simple, practical implementation mechanism; (3) an accurate and smooth information flow; and (4) motivated staff confident of their important decision-making role. The project was based on several assumptions: relevance, active learning, uniformity and diversity, teacher role, and evaluation and feedback. Training policies and steps are briefly summarized. The section of the report titled "Experiences" details program strengths and areas needing improvement. The importance of matching program objectives to adult learning principles is emphasized throughout. (Eight references) (MLH)

ED 322 602 EA 022 107

Hearing on the Status of Education in America and Directions for the Future. Hearings before the Committee on Education and Labor, House of Representatives, 101st Congress, First Session (November 13 and 14, 1989).
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE- 90
NOTE- 401p.; Serial No. 101-68.
AVAILABLE FROM- Superintendent of Documents, Congessional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Achievement; Accountability; Career Development; Classroom Environment; Educational Assessment; Educational Environment; Educational Finance; Educational Innovation; *Educational Objectives; Educational Opportunities; Elementary Secondary Education; *Equal Education; *Excellence in Education; *Federal Government; Federal Legislation; *Futures (of Society); *Hearings; Minority Groups; Parent Participation; Public Schools; School Based Management; School Choice; *School Restructuring; Teacher Employment
IDENTIFIERS- Congress 101st

Statements and letters from administrators and policymakers and supplementary materials are included in this report of a congressional hearing on the status and future of American education. Four broad areas targeted by the President's educational agenda are as follows: (1) helping those most in need; (2) achieving and rewarding excellence and success; (3) increasing parent involvement and choice; and (4) strengthening accountability at all levels. Area of concern identified at the Charlottesville education summit include health and nutrition issues, the school environment, productivity, and evaluation. (LMI)

ED 322 616 EA 022 131

Fowler, William J., Jr.
Financial Accounting for Local and State School Systems, 1990.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-90-096
PUB DATE- Jul 90
NOTE- 201p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC. 20402 (Stock No. 065-000-00414-3; $11.00 postpaid).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Bookkeeping; Budgeting; Costs; Databases; Educational Finance; Elementary Secondary Education; Expenditures; Financial Policy; Income; Information Systems; Money Management; Operating Expenses; Recordkeeping; Records Management; *School Accounting; School Districts; School District Spending; Standards; State Agencies

The purpose of this guidebook is to reflect the changes that have occurred since 1973 in governmental accounting and education finance. This document serves as a vehicle for program cost accounting at the local and intermediate levels. Although not required by federal law, the National Center for Education Statistics (NCES) encourages state and local adoption of the guidelines provided in this book, which conform to generally accepted accounting principles (GAAP). The contents are as follows: an overview of educational finance principles and information sources; uses of the account classification system; account classifications; implementation of account classifications; cost accounting for educational programs; and account classification descriptions. Appendices provide examples of financial statements, minimum required classifications, cash basis/single-entry accounts, supplies and equipment criteria, federal revenue sources, and a nonpublic school chart of accounts cross walk. Eight tables and seven figures illustrate the material. (LMI)

ED 322 631 EA 022 156

Achilles, C. M.
Some Weaknesses in Education Administration and Some Plans for Improvement: A Point of View (1989).
PUB DATE- Apr 90
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Administrators; *Educational Administration; *Educational Research; Elementary Secondary Education; Females; Models; Professional Development; Research and Development; Research Design; Researchers; Research Problems; Research Utilization; School Demography; Theory Practice Relationship
A review of recent literature and commission reports identifies persistent problems in two areas of educational administration: research and preparation programs. The two problems are linked in that they are often supervised by faculty who direct but do not themselves perform research. Two areas of research needs are the poor research skills of the faculty and poor research designs. The recommendation is made for the development of an educational administration model, which might be similar to those in other fields, particularly economics, to develop a database, generate a focus for research, and provide a research evaluation tool. An extensive bibliography and tables of criticisms and remedies for educational administration and faculty-oriented research improvement procedures are included. (LMI)

ED 322 645 EA 022 184

Ligon, Glynn; Jackson, Elaine
A Failed Attendance Policy--2,713,598 Excuses.
Austin Independent School District, Tex.
PUB DATE- Apr 90
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attendance Patterns; *Failure; High Schools; *High School Students; *School Attendance Legislation; *School Policy; State Action
IDENTIFIERS- *Austin Independent School District TX; *Mandated Programs

For the 1982-83 school year, the Austin (Texas) Public Schools adopted a high school attendance policy allowing a maximum of 10 absences per semester for course credit to be earned. Under this policy, Austin's high school attendance rose to an all-time high of 93.5 percent in 1983-84. In 1984-85, education reform mandated by the Texas Legislature set a state standard. A student could now miss no more than five classes per semester and receive course credit, but principals could "excuse" absences at their discretion. During the first year of the "five-absence" policy, Austin's high school attendance nearly matched the previous year's record high. Then began a remarkable decline, as excessive absences over five were excused in record numbers. District rumors held that students, parents, and school administrators had figured out the game and knew how to play it. In 1989, the Texas Legislature abandoned the five-absence rule in favor of an 80-day per semester attendance requirement, with days lost to be made up before course credit may be received. This report describes how the five-absence rule failed, so that institutional wisdom may help ensure the new policy's success. The study concluded that since the beginning of the five-absence rule, Austin high school attendance rates had deteriorated, the number of excused absences had increased, absences were not inflated by dropout counts, and the rule did not cause more students to drop out. The number of excused absences circumvented the rule and made it ineffective. (MLH)

ED 322 660 EC 231 846

Wehman, Paul; And Others
Emerging Trends in the National Supported Employment Initiative: A Preliminary Analysis of Twenty-Seven States.
Virginia Commonwealth Univ., Richmond. Rehabilitation Research and Training Center.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jan 89
NOTE- 150p.
CONTRACT- H133B80052
AVAILABLE FROM- Virginia Commonwealth University, Rehabilitation Research and Training Center, 1314 West Main St., VCU Box 2011, Richmond, VA 23284-2011 ($13.95).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; *Delivery Systems; Demonstration Programs; Federal Regulation; Individual Characteristics; Models; Policy Formation; *Program Development; Program Implementation; Public Policy; *Severe Disabilities; *State Programs; *Supported Employment; *Trend Analysis; Vocational Rehabilitation

The monograph presents preliminary results from 27 states that received systems change model demonstration funds from the U.S. Rehabilitation Services Administration in 1986 and 1987. These funds were targeted to modify existing adult day programs for persons with severe disabilities and provide supported employment programs as alternative vocational options. A survey instrument was developed, covering: strategies used to establish local supported employment programs, implementation of Title VI-C regulations of the current Rehabilitation Act, availability of ongoing support services, conversion of existing facilities/programs, and extent of participation by persons with severe disabilities. The study's findings are presented in the following four chapters: "Policy and Program Development in Supported Employment: Current Strategies to Promote Statewide Systems Change" (John Kregel and others); "Supported Employment Implementation I: Characteristics and Outcomes of Persons Being Served" (Paul Wehman and others); "Supported Employment Implementation II: Service Delivery Characteristics Associated with Program Development and Costs" (Paul Wehman and others); and "Public Policy and Supported Employment: An Assessment of Fiscal Activity, 1986-1988" (Michael Shafer and others). The results show that the 27 states have effectively implemented supported employment service delivery systems in a short period of time, and efforts are just now beginning to lead to widespread supported employment opportunities. A final chapter by John Kregel outlines recommendations for the future of the national supported employment initiative. References accompany individual chapters. (JDD)

ED 322 674 EC 231 862

Shaw, Stan F.; And Others
Special Education and School Reform.
PUB DATE- Mar 90
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Delivery Systems; *Disabilities; *Educational Change; Educational Objectives; Educational Practices; Elementary Secondary Education; High Risk Students; *Mainstreaming; *Models; Social Integration; Special Education; Teacher Education
This review analyzes the impact of the traditional school reform model on students who are "at-risk" and disabled. Several goals of current reform initiatives are felt to be exclusionary, such as specifying national or state goals for student achievement, establishing rigid graduation requirements, and relieving schools from "burdensome regulations." Advocates for persons with disabilities, both parents and professionals, must shape school reform in a way that will meet the needs of all students. An inclusionary model of school reform is proposed which is intended to provide a positive educational experience leading to productive lives for all students. The inclusionary approach stresses acceptance of the value of each student regardless of academic ability, social behavior, race, class, or any other label. The model calls for effective instruction, effective schools, exit criteria that reinforce productive school learning, curriculum alternatives, and building-based leadership. The focus of special educators on the narrow issue of least restrictive environment as opposed to the broader issue of school reform is discussed. Approaches to teacher preparation are presented that are based on the inclusionary model of school reform. Includes 35 references. (JDD)

ED 322 300 CE 055 278

Vincent, Tom
New Technology, Disability and Special Educational Needs. Working Together? A Series of Studies Carried Out for the UK Contribution to the OECD/CERI Disabled Action Programme.
Further Education Unit, London (England).
SPONS. AGENCY- Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
REPORT NO.- ISBN-1-85338-176-4
PUB DATE- 89
NOTE- 33p.; For related documents, see ED 308 406 and CE 055 279-280.
AVAILABLE FROM- Information Centre, Further Education Unit, 2 Orange Street, London WC2H 7WE, England (2.50 pounds; Working Together? pack: 12.50 pounds).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accessibility (for Disabled); *Access to Education; Agency Cooperation; *Disabilities; *Educational Technology; Equal Education; Foreign Countries; *Innovation; Linking Agents; Needs Assessment; Networks; Postsecondary Education; School Community Relationship; *Special Needs Students; Staff Development; *Technology Transfer; Theory Practice Relationship
IDENTIFIERS- *Great Britain
Developments within the area of new technology for disability and special educational needs have often been fragmented. The demands on innovators to exploit the new technology for specific and specialized applications have given them little opportunity to develop strategic plans in association with other innovators. Issues to be dealt with include the following: assessment, responsibilities and funding, compatibility of hardware and software, training, continuity, technical implications, customization or adaptation, technical support, management of resources, need for framework software that is not directed to specific curriculum objectives, developments in new technology, networking resources, access to information, and creating infrastructures. The state of the art summary contained in this publication draws on experiences of the new technologies from the further education sector and associated sectors: schools, employment, health, and social services. There are contributions from individuals and groups of students with special educational needs. These experiences lead to two general conclusions: (1) there is a need to enhance and expand networks of support within and between colleges in England and Wales, between educational levels, and between related aspects of employment, health, and social services; (2) it is vital to recognize that the new technologies cannot, in isolation, provide enablement, access, or opportunities unless effective support is in place, including the following: assessment and reassessment of individual needs; training for students and their teachers and their caretakers; information; advice; and technical services. (CML)

ED 322 325 CE 055 395

Boyer-Stephens, Arden
Vocational Resource Educator Handbook. Revised Edition. Missouri LINC.
Missouri Univ., Columbia. Coll. of Education.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
PUB DATE- Jul 87
NOTE- 333p.; Supersedes ED 220 622.
AVAILABLE FROM- Instructional Materials Lab, 10 London Hall, University of Missouri-Columbia, MO 65211 (order no. 95-0004-I: $20.00).
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; Education Work Relationship; Inservice Teacher Education; *Job Placement; Mainstreaming; Program Evaluation; *Resource Teachers; Secondary Education; *Special Needs Students; *Transitional Programs; Vocational Education; *Vocational Education Teachers
This handbook is intended to assist vocational resource educators (VREs) in fulfilling the role of a facilitator in mainstreaming handicapped students and assisting them in the transitions into vocational programs and into work. It is presented in a question and answer format and organized around seven goals for VREs: (1) develop a communication network; (2) assist in assessment and appropriate program placement; (3) facilitate the mainstreaming process; (4) serve as a resource to vocational instructors; (5) provide job placement and follow-up; (6) provide inservice for other staff; and (7) evaluate a VRE's program. For each goal, an extensive set of sample materials and resources is included. A 5-page glossary and a 2-page listing of vocational special needs acronyms is provided. Appendices provide postsecondary VRE resources, a description of services for the disadvantaged, resources for sex equity, Missouri definitions of handicapping conditions, and the history of the Missouri VRE model. (CML)

ED 322 339 CE 055 442

Looking Backwards--Looking Forward. Volume V: July, 1989-June, 1990. A Collection of Essays: Recommendations Related to Education in General and Vocational-Technical Education in Particular.
North Carolina State Advisory Council on Vocational Education, Raleigh.
PUB DATE- Jun 90
NOTE- 115p.; For the other volumes in this series, see CE 055 438-441.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; Compliance (Legal); Cost Effectiveness; Economic Development; Educational Administration; Educational Finance; *Educational Improvement; *Educational Needs; Educational Planning; Electronics; Federal Legislation; Hearings; *Institutional Cooperation; Nursing Education; Postsecondary Education; Program Improvement; School Business Relationship; Secondary Education; State Boards of Education; *State Legislation; *State Programs; Teacher Education; Teacher Qualifications; *Vocational Education
IDENTIFIERS- *North Carolina

This is the fifth of five volumes of essays in the form of recommendations for the improvement of programs, services, and activities offered through vocational-technical education in North Carolina. The volume explains the rationale for and comments on 15 recommendations prepared by the State Advisory Council on Vocational Education for fiscal year July 1989-June 1990. Topics covered by the 15 resolutions are the following: (1) provision of work experience programs; (2) legislation on guidance services; (3) funding for a North Carolina Institute of Technology; (4) centralization of administration of state student financial aid; (5) measures to improve attendance and dropout rates as student performance indicators; (6) adoption of policies to guarantee employability skills; (7) measures to strengthen communication between various state education boards; (8) procedures for public hearings on state plans; (9) requiring local impact statements; (10) establishment of regional vocational education advisory committees; (11) establishment of a joint committee on allied health and nursing; (12) requirements for vocational education for high school graduation; (13) literacy education for the future; (14) making the North Carolina Vocational Textile School an affiliate of the North Carolina Community College System; and (15) the Vocational Competency Achievement Tracking System as a "Worklink" prototype. (KC)

ED 322 382 CE 055 566

Griffin, Tim D.; Algren, Mark S.
Adult Education in Saudi Arabia.
PUB DATE- 88
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Literacy; *Cultural Influences; Educational History; Foreign Countries; *Government School Relationship; Labor Force Development; *Literacy Education; Religious Education; Teacher Characteristics; *Womens Education
IDENTIFIERS- *Islam; *Saudi Arabia
Religion pervades all aspects of Saudi Arabia, the conservative home of Islam, where the constitution is the Quran and law is interpreted by religious scholars. A formal adult basic education program was initiated in 1960. As part of the country's modernization since the early 1970s, the Saudi government has begun an enormous nation-building plan that includes universal education and adult literacy education programs. The Quran remains the primary reading material for literacy training. The government offers financial incentives to program completers and pays the entire cost of the programs for all students. Literacy rates have increased tenfold during the last 25 years. Other training programs are also an integral part of the adult education process, but not to the extent literacy programs are. Although as recently as 30 years ago, women were not permitted to become literate in formal programs and 99 percent were illiterate, women now total over one-third of all adult education students. Religious leaders are primarily responsible for women's education, but only blind imams are allowed to teach women the Quran. (The document includes a chronology of events in the development of Saudi Arabian education, a table showing government expenditures for education in selected years from 1945-1983, and a 30-item bibliography.) (CML)

ED 322 368 CE 055 496

Taylor, Maurice C.; Lewe, Glenda R.
Basic Skills Training--A Launchpad for Success in the Workplace. Literacy Task Analysis Project, Interim Report.

Algonquin Coll., Ottawa, Ontario. Adult Basic Education Dept.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- May 90
NOTE- 108p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Foreign Countries; *Job Analysis; *Job Training; Literacy Education; *Occupational Information; Semiskilled Occupations; *Task Analysis
IDENTIFIERS- Canada; *Literacy Audits; United Kingdom; United States; *Workplace Literacy

This interim report describes the first few months' work of a task force that developed a set of procedures for conducting a literacy task analysis. A literacy task analysis could be used by employers, union delegates, human resource personnel, trainers, and adult educators to understand better the specific workplace training needs of employees, as well as to provide a method for developing the actual training or retraining curriculum. The interim report contains three chapters, each with a different purpose and focus. Chapter 1 examines the role of education and training as a solution to adult reskilling and upgrading, defines workplace literacy, and describes a number of successful programs in Canada, the United States, and the United Kingdom. Chapter 2 highlights the definitions, purposes, and methods of job and task analysis as a foundation for understanding the dimensions of a literacy task analysis. Chapter 3 describes, in case study format, three examples of how to conduct a literacy task analysis and points out directions for developing some of the training material related to improving such a job. Occupations profiled in the case studies include motor vehicle repairer, grocery store receiver, and pre-cast repair and cleaning laborer. Future research will continue on literacy task analysis and will include production of a manual. The report includes 29 references. (KC)

ED 322 397 CE 055 591

McCrory, David L.; Maughan, George R.
Resources in Technology '85.
International Technology Education Association, Reston, VA.
REPORT NO.- ISBN-0-87192-171-5
PUB DATE- 85
NOTE- 69p.; For related volumes, see CE 055 590-595.
AVAILABLE FROM- International Technology Education Association, 1914 Association Drive, Reston, VA 22091-1502 ($6.50 members, $7.50 nonmembers; six-volume set: $35.00 members, $37.50 nonmembers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Algorithms; Alternative Energy Sources; Coal; *Communications; *Computer Printers; *Construction (Process); Construction Materials; Energy; Energy Occupations; *Fuels; Futures (of Society); *Industrial Arts; Magnetic Tapes; Manufacturing; Postsecondary Education; Power Technology; Productivity; Secondary Education; Technological Literacy; *Transportation
This document--intended for secondary school and college students--contains technology education instructional units on the history of energy, coal energy, oil and natural gas, wind and solar energy, nuclear energy, careers in energy, energy and the environment, the history of transportation, transportation control devices, the history of communication, communication devices, magnetic storage of information, computer logic devices, nonimpact computer printers, the history of production, production tools and processes, truss-frames in home construction, space frames and geodesic domes, and fiber composite materials. Each unit typically includes a list of what students should be able to do after reading it, narrative information, line illustrations, a self-quiz with answers, a list of suggested activities, and a resource list for further study. (CML)

ED 322 426 CG 022 698

Dielman, T. E.; And Others
Peer, Family, and Intrapersonal Predictors of Adolescent Alcohol Use and Misuse.
PUB DATE- Mar 90
NOTE- 24p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (3rd, Atlanta, GA, March 22-25, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Alcohol Abuse; *Drinking; *Family Relationship; Intermediate Grades; Interpersonal Competence; *Models; *Peer Relationship; *Predictor Variables; Secondary Education; Secondary School Students
The purpose of these studies was to develop and test versions of a psychosocial theoretical model that would have implications for the development of adolescent alcohol misuse prevention strategies. In the first study which was part of a test of a school-based refusal skills prevention program, the theoretical model consisted of the latent variables of age of the child, exposure to peer use and misuse of alcohol, susceptibility to peer pressure, self-esteem, internal health locus of control, and the adolescent's use and misuse of alcohol. Subjects (N=4,157) were grade five and six students. In a second cross-sectional study based on students (N=1,340) in grades 6 through 12, an extension of the theoretical model was tested which added variables of image of self as deviant, exposure to peer misuse of alcohol, family cohesiveness, parental alcohol use and attitudes toward alcohol use, parental alcohol misuse and attitudes toward alcohol misuse, sibling alcohol use and attitudes toward alcohol use, and sibling alcohol misuse and attitudes toward alcohol misuse. Implications of the findings regarding susceptibility to peer pressure, alcohol experimentation, parental nurturance and parental use/norms, and development of alcohol misuse programs are discussed. Two tables and five figures are attached. (ABL)

ED 322 456 CG 022 729

Tumuti, Dinah W.
Effects of Working Mothers on Child Development in Kenya.
PUB DATE- 82
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - General (140)
DESCRIPTORS- *Child Development; *Child Rearing; Day Care; Day Care Centers; *Employed Parents; *Employed Women; Foreign Countries; Mothers; Parent Child Relationship; School Age Day Care; Social Change
IDENTIFIERS- *Kenya
More women have entered the job market than ever before. With the current socioeconomic changes and with more women attaining education, the number of working women is going to increase rapidly. Most of the working women are of childbearing age and have both preschool and school-age children. While women have to work, it is becoming rather difficult for them to get good substitutes for child rearing. Poor child rearing has been associated with poor child development. The effect of the current child rearing practices has not been questioned in Kenyan society. Its effects should be of major concern not only to parents but also to employers, educators, and the society at large if children are expected to grow normally. Erikson's stages of psychological and cognitive development have been used as a yardstick to illustrate the effect of the current child rearing in Kenya. Kenyan women are being encouraged to enter the job market by current socioeconomic changes and by the education system and this is not expected to change. The role of housemaids, day care centers, and other forms of child rearing will remain dominant. It is important therefore to explore all possible compensatory measures that would limit the possible ill effects associated with current upbringing of children to ensure advantageous and purposed child rearing. (Author/ABL)

ED 322 485 CS 010 180

Armstrong, G. Blake; And Others
Background Television and Reading Performance.
PUB DATE- Aug 90
NOTE- 36p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (73rd, Minneapolis, MN, August 1-4, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; Models; Reading Comprehension; Reading Research; *Recall (Psychology); Television Research; *Television Viewing
IDENTIFIERS- Interference (Learning); *Text Processing (Reading)
This study investigated the effects of background television on cognitive performance as it applies to reading comprehension and memory using G. B. Armstrong and B. S. Greenberg's (1990) model. Subjects, 95 undergraduates from lower-level communication courses, completed a cued-recall test of the content of an expository prose passage read under quiet conditions or concurrently with the presence of one of two types of television content (prime-time drama versus commercials). Effects on immediate versus delayed recall were examined. Results indicated: (1) significant deleterious effects of background television were found, controlling for prior abilities and motivation; (2) deleterious effects were stronger and more consistent when testing occurred immediately after reading, rather than after a 5-minute filled delay; and (3) background commercials resulted in more consistently negative effects than did television drama. (Three tables of data and 22 footnotes are included; 52 references are attached.) (RS)

ED 322 544 CS 507 227

Smith, John Kares
Counting the Cats of Zanzibar: Upton Sinclair and the Decline of the Muckraking Movement.
PUB DATE- Apr 90
NOTE- 21p.; Paper presented at the Annual Meeting of the Eastern Communication Association (81st, Philadelphia, PA, April 19-22, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Historical Materials (060)
DESCRIPTORS- *Activism; Authors; Capitalism; Discourse Analysis; *Rhetorical Criticism; Social Action; *Socialism; Social Problems; *Twentieth Century Literature; *United States Literature; Urban Culture
IDENTIFIERS- *Muckraking; Progressivism; Rhetorical Effectiveness; *Sinclair (Upton)
To study any social movement is ultimately to examine an intricate social drama. With the publication of "The Jungle" in 1906, Upton Sinclair emerged from the stormy background of the muckraking movement to become one of that movement's principal actors. But in the 1920s, long after the Progressive reformers dusted and put away their muckrakers for other pursuits, Sinclair raked with indomitable zeal and enthusiasm. From 1918 to 1927, Sinclair created a remarkable series of muckraking tracts. Collectively called "The Dead Hand" series, it has been called one of the first thematic analyses of culture from the socialist perspective. Writing during a time of widespread disillusionment with American progressive reform, Sinclair championed the muckrakers' movement. But so cataclysmic were the effects of World War I and its aftermath that the fires of reform movements had been virtually extinguished. In the 1920s Sinclair was almost alone in the role of radical American social critic. It was not until the 1970s that historians and critics noted the historical and intellectual significance of "The Dead Hand" series. Critics suggest it is indeed unfortunate that eminent historians ignored Sinclair's preservation of the muckraking tradition. "The Dead Hand" series can be seen as a "rhetorica in vacuuo" which ultimately failed in its purposes for historical, rhetorical, and personal reasons. (Forty-one notes are included.) (Author/SG)

ED 322 559 CS 507 247

Parsons, Patrick R.
The Cultural Curve of Meaning: The Development and Extension of the Concept of Meaning in Mass Communication Theory.

PUB DATE- Aug 90
NOTE- 41p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (73rd, Minneapolis, MN, August 1-4, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- *Audience Analysis; *Audience Response; Communication (Thought Transfer); *Communication Research; *Concept Formation; Higher Education; Mass Media Effects; Mass Media Role; Mass Media Use; *Media Research; Models; Research Design; Social Change; Theory Practice Relationship

Intended for researchers and students in mass media theory, this paper examines the development of the concept of meaning in media studies. It considers the epistemological and sociological roots of the concept, arguing that such an analysis is pivotal in understanding the differences in current research perspectives. The notion of meaning in behaviorism, critical studies, functionalism, and pragmatism is critiqued in the paper and then extended in the form of a "cultural curve of meaning" model. The model borrows from and synthesizes the strengths of the competing traditions to provide a framework for analyzing the interaction of media and audiences at both the individual and societal levels. Fifty-one references are attached. (Author/SR)

ED 322 603 EA 022 109

Burke, Fred G.
Public Education: Who's In Charge?
REPORT NO.- ISBN-0-275-93402-0
PUB DATE- 90

NOTE- 205p.
AVAILABLE FROM- Praeger Publishers, One Madison Avenue, New York, NY 10010 ($37.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Centralization; Educational History; Elementary Secondary Education; Excellence in Education; *Federal Government; Federal State Relationship; Government Role; Government School Relationship; High Risk Students; Policy Formation; Politics of Education; Public Education; *Public Policy; School Choice; *School Restructuring; Teacher Role

Difficulties in the formulation and implementation of a uniform national educational policy are analyzed in this book. A review of American educational history concludes that alternative policy processes must be considered if the nation is to develop public policies capable of addressing a national education crisis. Obstacles to a centralized educational policy are domination of the educational system by an established educational and academic community oriented to local control, and the evolution of a nonpublic, or "para-private," process that influences policy decisions. An alternative policy formation process is advocated that expands the role of the federal government in developing a national youth policy while maintaining the involvement of educational and other professionals, the local community, parents, and state governments. The table of contents is as follows: "A Nation at Risk"; "Federal Role in Perspective"; "A Para-Private Policy Process"; "A Generation at Risk"; "Reform Strategies and Policies"; "A National Public Policy Process"; and "A National Youth Policy." A selected bibliography and index are included. (LMI)

ED 322 632 EA 022 158

Bain, Helen Pate; Jacobs, Roseanne
The Case for Smaller Classes and Better Teachers.
National Association of Elementary School Principals, Alexandria, VA.
REPORT NO.- ISSN-0735-0023
PUB DATE- Sep 90
NOTE- 9p.
AVAILABLE FROM- Educational Products, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314 ($2.50; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Classroom Environment; *Class Size; Elementary Secondary Education; Family Involvement; Parent Participation; Program Evaluation; School Effectiveness; *Small Classes; State Programs; Teacher Attitudes; Teacher Characteristics; *Teacher Effectiveness; *Teacher Student Ratio; Teacher Student Relationship

The impact of class size reduction at the early levels on student achievement in various states is discussed in this report. The Tennessee Student Teacher Achievement Ratio (STAR) study, a statewide longitudinal evaluation of the effects of class size on student achievement and development in primary grades K-3, analyzed demographic and basic skill data from student records of 2,837 students in classes of various sizes. Findings indicate that small class size is a significant factor in kindergarten readiness achievement and is most effective in cases of low socioeconomic status and high attendance. A second phase of Project STAR, based on observations and interviews with 49 effective first-grade teachers, identified shared characteristics and instructional teaching strategies. Findings indicate that effective teachers have high expectations for student learning, stress family involvement and individual attention, and have clear discipline and organizational policies. An accompanying article by Brad Duggan discusses "Real Issues and False Assumptions about Class Size." Based on observation of the Texas school system, a conclusion is that reductions in class size at early levels has had a significant positive impact on student achievement. (LMI)

ED 322 675 EC 231 863

McGuire, Joan M.; And Others
Evaluating College Programs for Learning Disabled Students: An Approach for Adaptation.

PUB DATE- 87
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Programs; College Students; *Data Collection; *Evaluation Methods; Higher Education; *Learning Disabilities; *Program Evaluation; *Records (Forms); *Student Personnel Services; Two Year Colleges
IDENTIFIERS- Housatonic Community College CT; University of Connecticut

The paper presents a comprehensive approach to evaluation of programs for postsecondary students with learning disabilities. The evaluation design is suitable for programs in 2-year and 4-year settings, and incorporates both process and product evaluation methods. The approach was used to evaluate learning disability support services at Housatonic Community College (Connecticut) and the University of Connecticut. The evaluation focused on program activities, such as identifying referral sources, processing referrals, implementing direct instructional services, providing testing accommodations, and consulting with on-campus personnel; and program outcomes, such as satisfactory completion of courses, retention, and graduation. Examples are offered of forms generated to manage ongoing data collection and to display longitudinal information regarding program activities and outcomes. Future areas for evaluation of service delivery are outlined. (JDD)

ED 322 288 CE 054 687

Smith, Clifton L.; And Others
Advanced Marketing Core Curriculum. Test Items and Assessment Techniques.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Jun 89
NOTE- 278p.
AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (order no. 80-1046-I: $11.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business Skills; Competency Based Education; Core Curriculum; *Distributive Education; Economics; *Employment Potential; *Interpersonal Competence; *Marketing; *Merchandising; Occupational Information; Postsecondary Education; *Promotion (Occupational); Salesmanship; Secondary Education; *Student Evaluation

This document contains duties and tasks, multiple-choice test items, and other assessment techniques for Missouri's advanced marketing core curriculum. The core curriculum begins with a list of 13 suggested textbook resources. Next, nine duties with their associated tasks are given. Under each task appears one or more citations to appropriate sections of a textbook resource. The tasks are: (1) communications in marketing; (2) economics and marketing; (3) employment and advancement; (4) human relations in marketing; (5) marketing operations; (6) market planning; (7) physical distribution; (8) sales promotion; and (9) selling. The duties are followed by a section giving two suggested multiple-choice test items for each task. Correct answers are indicated by an asterisk. Part 2 of the document is an expanded list of multiple-choice and true/false test items arranged by duty and task, with correct answers indicated. Part 3 provides the following assessment techniques: role play; oral presentations; business writing exercises; interpretation of tables, graphs, and charts; case studies; matching exercises; written reports; true or false questions; fill-in-the-blank questions; compare and contrast assignments; crossword puzzles; interviews; bookkeeping exercises; and research projects. An answer key and/or assessment rating sheet accompanies each assessment technique. (CML)

ED 322 326 CE 055 407

Cassity, Sandra; Boyer-Stephens, Arden
Access Skills. Vocational Readiness Skills Inventory for Special Needs Students. (Revised Entry Level Skills Inventory.) Missouri LINC.
Missouri Univ., Columbia. Coll. of Education.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
PUB DATE- Jul 87
NOTE- 48p.; For related documents, see ED 314 620-631, and ED 321 126-149.
AVAILABLE FROM- Instructional Materials Lab, 10 London Hall, University of Missouri-Columbia, MO 65211.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Agricultural Education; Allied Health Occupations Education; Business Education; Cooperative Education; *Employment Potential; Entry Workers; Mainstreaming; Marketing; Occupational Home Economics; *Occupational Information; Office Occupations Education; Secondary Education; *Special Needs Students; Study Skills; Technical Education; Trade and Industrial Education; *Vocational Education; *Vocational Maturity; *Vocational Rehabilitation
IDENTIFIERS- *Missouri
This manual is intended to assist special educators and vocational educators in determining the vocational readiness skills of special needs students. The information in this Missouri inventory is based on data provided by the Michigan Occupational Data Analysis System (ODAS) as a part of the Vocational-Technical Education Consortium of States (V-TECS). The manual includes the following occupational cluster areas: agriculture, business and office, marketing and cooperative education, health occupations, occupational home economics, trade and technical, and employability and study skills. Each cluster area, except employability and study skills, includes a list of program areas by Classification of Instructional Programs (CIP) code and sample occupations from program areas by Dictionary of Occupational Titles (DOT) code. For each program area, access skills are listed in five areas: math skills; physical demands and working environment; aptitudes; temperament; and vocational skills. The manual is tied to the Missouri Vocational Administrative Management System (VAMS) software package that can provide a printout of the skills for each program area with space to indicate whether a student has mastered the skills. (CML)

ED 322 354 CE 055 476

Non-Renewable Resources Curriculum.
Alaska State Dept. of Education, Juneau. Div. of Adult and Vocational Education.
PUB DATE- 88
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship; Competency Based Education; Curriculum Development; Educational Objectives; Employment Qualifications; *Entry Workers; *Fuels; Leadership; *Mining; *Natural Resources; *Occupational Information; Postsecondary Education; Secondary Education; *State Curriculum Guides; Vocational Education
IDENTIFIERS- *Alaska

This document is designed to help teachers and administrators in Alaska develop secondary and postsecondary training in nonrenewable natural resources. Its competencies reflect those needed for entry-level employment in the following industries as identified by international businesses surveyed in Alaska: gas and petroleum, coal, placer, and underground mining. Section 1 introduces the concept of competency-based curriculum and the role of vocational educators in curriculum planning, implementation, and evaluation. Section 2 describes the scope and sequence of nonrenewable natural resource competencies. Section 3 presents basic and advanced competencies and accompanying tasks in leadership and citizenship, introduction to nonrenewable natural resources, gas and petroleum, and mining. Section 4 contains four course descriptions that provide a framework for the design and implementation of a balanced program in nonrenewable natural resources. Section 5 provides curriculum analysis matrices. Section 6 contains a sample skills card. Section 7 lists 19 pages of information on sources of instructional materials and supplies for nonrenewable natural resources education. (CML)

ED 322 383 CE 055 567

Kimeldorf, Martin
Community Opportunities: Volunteer and Leisure Education. A Concept Paper.
PUB DATE- 90
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Resources; Course Content; Curriculum Design; Demonstration Programs; *Leisure Education; Secondary Education; *Student Volunteers; *Volunteer Training
This document suggests a new 1-semester, 1-period secondary education course called "Community Opportunities: Volunteer and Leisure Education" to be located in the social studies department and incorporating proven practices from the vocational education department. The document provides the student objectives, instructional methods to be used, a rationale for the course, a schematic of main courses and extracurricular options, tasks to be undertaken for a 3- to 6-year model project, and 18 print and nonprint references. Among the objectives are that students will identify reasons for volunteering, make a volunteer service plan, explore opportunities in different community volunteer service agencies, assess their leisure interests, identify a new or dormant leisure interest, and write a plan for greater involvement in that leisure interest. Homework assignments could be community volunteer service. (CML)

ED 322 411 CG 022 682

Robinson, Sheryl L.
Differing Levels of Superstitious Beliefs among Three Groups: Psychiatric Inpatients, Churchgoers, and Students.
PUB DATE- [illegible]
NOTE- 27p., Paper presented at the Annual Meeting of the Southeastern Psychological Association (36th, Atlanta, GA, April 4-7, 1990).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; Churches; *College Students; Higher Education; *Patients; Psychiatric Hospitals; Sex Differences
IDENTIFIERS- Church Attendance; *Church Members; Psychiatric Inpatients; *Superstition
This study investigated the level of superstitious belief among 175 persons in three categories: persons undergoing inpatient psychiatric treatment, churchgoers, and college students. A 50-item inventory consisting of positive and negative common superstitions, including a 5-item invalidity subscale, was administered. Using a 2 (male, female) x 3 (patient, churchgoer, student) factorial design, analyses revealed significant differences among the three groups for total, positive, and negative superstition, with psychiatric inpatients having the highest, and church members having the lowest levels on all three. The findings support Ellis' theory that irrational beliefs impair realistic thinking and consequential functioning in everyday life. An explanation for the finding that psychiatric inpatients held the highest level of beliefs involves schedule-induced behavior, in which response is typically observed following reinforcement. The endorsement of superstitious beliefs by inpatients may also be seen as a defense mechanism. The results are also consistent with Schumaker's idea that nonreligious persons compensate for lack of identity with traditional religion by increased nonreligious paranormal beliefs. (Six pages of references, a table of superstitious beliefs administered to subjects, one data table, and three figures are included.) (Author/NB)

ED 322 441 CG 022 713

Berrenberg, Joy L.; And Others
Social Ambivalence: Interpersonal Consequences of Disclosing a Cancer Experience.
PUB DATE- Apr 89
NOTE- 16p.; Paper presented at the combined Annual Convention of the Rocky Mountain Psychological Association and the Annual Meeting of the Western Psychological Association (Reno, NV, April 27-39, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cancer; Communication Skills; Higher Education; *Interpersonal Relationship; *Rejection (Psychology); *Self Disclosure (Individuals); *Student Attitudes; Undergraduate Students
The purpose of this experiment was to test the hypothesis that individuals who engage in high disclosure of a cancer experience invite a significant degree of social rejection. Undergraduate students watched a videotaped interview with a male or female actor who engaged in either high or low disclosure of feelings surrounding an experience with cancer or a serious car accident. Participants rated the actors' communications skills and likability, as well as their level of discomfort with the actor and the content of the communication. Contrary to prediction, the female actor who engaged in high disclosure of her cancer experience was rated as the most likable and skilled communicator. However, the disclosure of a cancer experience aroused high levels of discomfort across the board, even in those cases where the cancer victim was well-liked. Thus, it appears that hearing someone discuss a cancer experience may induce a state of ambivalence or an approach-avoidance conflict. The unexpected findings provide the impetus for the development of a new model to account for the social interactions of individuals with serious illnesses. (Author)

ED 322 471 CS 010 160

Johnston, Cynthia J.
Modifying Negative Attitudes toward Reading of Eighth-Grade Literature Students through an Individualized Reading Program.
PUB DATE- 90
NOTE- 65p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Grade 8; Independent Reading; *Individualized Reading; *Literature Appreciation; *Reading Attitudes; *Reading Improvement; Reading Research; *Student Attitudes; Student Journals
IDENTIFIERS- Estes Survey of Reading Attitude; Reading Motivation
This practicum was designed to provide a setting where negative attitudes toward reading in eight eighth-grade literature students (in a small private school in a large southeastern city) would be modified. The practicum aimed to provide students with regular opportunities for successful experiences in reading, and to promote the enjoyment of reading. In this individualized reading program, students chose their own reading materials and read during and outside of class. They responded to their reading in a journal, and the teacher replied. Each class period consisted of a teacher-directed mini-lesson covering topics of theme and genre, an independent reading time of about 20 minutes, and a group evaluation for the last few minutes. Students' grades were based on daily averages, frequency and depth of response in journal entries, and progress made toward personal reading goals. Results of the practicum were positive. After some initial hesitation, students responded enthusiastically to assuming more control over their learning through choosing their own reading material, responding to it, and setting personal reading goals. The Estes Survey of Reading Attitude was administered in the fall and in the spring, and showed positive gains in reading attitude. (Two tables of data are included, and 37 references are attached. Four appendixes contain interview questions for the English department head, class guidelines, mini-lesson topics, and a student evaluation form.) (SR)

ED 322 500 CS 212 421

Mohr, Eric S.
"What in My World/the World Is Going on?": A Pragmatic-Eclectic Approach toward Rhetoric and Literature for the Composition Student.
PUB DATE- 11 Jul 90
NOTE- 14p.; Paper presented at the Conference on Rhetoric and the Teaching of Writing (Indiana, PA, July 10-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audience Awareness; Critical Thinking; *Freshman Composition; Higher Education; Rhetoric; Rhetorical Theory; Teaching Methods; *Writing Instruction; Writing Processes; *Writing Strategies; Writing Teachers
IDENTIFIERS- Academic Discourse Communities; *Voice (Rhetoric); Writing Contexts; Writing Models
Writing teachers should employ a pragmatic-eclectic approach to help freshman students become acquainted with as many writing models as possible. To privilege one model over the many others is to ignore the student's need for self- and world-discovery. The composition classroom has become the current center of critical reading and thinking skills, and writing teachers need to make the students the center of the writing experience. Composition students should be able to ask and answer, "What in my/the world is going on?" Before student voices become institutionalized, they should experiment with writing groups, discovering what has become known as "modern rhetoric." Students can explore possibilities in the important areas of audience and the nature of literacy, and decide what writing models work for them. However, after their initial experimentation with broader views of process, audience, and literacy, students need to understand the political realities of academic writing: the ability to argue a point--that is, to support a position with research--and the ability to present facts clearly. One important way to help students to adjust to a more prescriptive model is to discuss the narrower views of audience and literacy in academic writing. Another way is to point out that most academic writing always has been collaborative, in which people "talk" through the articles they find in the research process. This point of view introduces students to structures required by other liberal arts courses. (KEH)

ED 322 514 CS 212 464

Brunner, Diane D.
Opening Spaces for Confrontive Encounters with Literature.
PUB DATE- Apr 90
NOTE- 17p.; Paper presented at the Annual Meeting of the College English Association (Buffalo, NY, April 5-7, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Consciousness Raising; *Dialog Journals; Discourse Modes; *Discussion (Teaching Technique); *Females; Higher Education; *Literary Criticism; Literature Appreciation; *Social Discrimination; Student Reaction; Teaching Models
IDENTIFIERS- *Dialogics; Empowerment; Response Learning; Womens Literature
A literature class can be successfully taught and organized around content that confronts oppressions (subtle, moral and intellectual forms of discrimination) and empowers students to critique their conceived worlds which are often at odds with their perceived realities. First, selected writings for examination illuminate life in a resistant world while authors show their deliberate, conscious pursuit of freedom. Examples of such works include Kate Chopin's "The Awakening," Edith Wharton's "The House of Mirth," Toni Morrison's "Beloved," Virginia Woolf's "To the Lighthouse," and Doris Lessing's "The Fifth Child." The content of these works opens spaces or creates interruptions in what is often taken as a given. Next, these confrontive writings are used as an invitation to dialogue as students focus upon changing oppressive social structures that influence their own lives. Students are moved to this point by the use of response journals and learning logs in which they have a place to think through their reading, empowering their voices. Students and the teacher are authorities who learn together by reflecting and questioning and who create together an authentic curriculum through response and discussion. (Twenty-two references are attached.) (KEH)

ED 322 529 CS 212 479

Gilles, Roger
Teaching the Rhetoric of News Photography.
PUB DATE- Mar 90
NOTE- 18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Critical Viewing; *Discourse Modes; Evaluation Methods; Expository Writing; Higher Education; News Writing; Photographs; *Photojournalism; Pictorial Stimuli; Rhetoric; Writing Instruction
IDENTIFIERS- Rhetorical Strategies; Visual Journalism
Composition instructors need to emphasize to their students that persuasion is not always announced--it can be forcefully present in so-called "objective" forms of discourse like textbooks and news. News photographs can be successfully used in the composition classroom as a unit of study in visual rhetoric to introduce students to the direct relationship existing between visual representations and written texts. The unit proposed is relatively short, 2 to 3 weeks of class time. It includes the choosing and discussion of a general topic or issue for analysis, the collection of data (news photographs and accompanying articles), the introduction of several analytical techniques (such as the face-ism index, agent/patient analysis, and creating narratives) that can be used to argue for a particular "reading" of one or more photographs, and the writing of a brief analytical essay focusing on a single photo or a series of photos. The purpose of this unit goes beyond introducing students to the study of new photography, however. The culminating essay also reinforces the notion that analysis and interpretation depend on more than the mere presentation of evidence: writers must also provide carefully reasoned discussions that explain how their evidence supports their interpretation. (KEH)

ED 322 573 EA 022 023

Casey, Arthur C.; McSwain, James A.
Cooperative Alternative Program: A Plan for Dropout Prevention.
PUB DATE- Sep 89
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Compensatory Education; Competency Based Education; *Cooperative Programs; *Dropout Prevention; *Dropout Programs; Dropouts; Educational Cooperation; Graduation Requirements; High Risk Students; *Nontraditional Education; *Rural Schools; *School Districts; Secondary Education; Special Needs Students; State Legislation; Student Certification
IDENTIFIERS- Small School Districts; *Texas
Many at-risk student intervention programs are not affordable for small rural schools. The Cooperative Alternative Program (CAP), a cooperative dropout prevention program administered by six western Texas rural school districts, is described in this report. The program is designed to meet graduation requirements, teach vocational skills, provide social services, and share financial responsibility. CAP has also had the following effects: positive economic impact, renovation of abandoned school facilities, increased business community cooperation, decreased discipline problems, and increased parent involvement. (6 references) (LMI)

ED 322 589 EA 022 089

Pongtuluran, Aris; Moyle, Colin
Decentralization and the Role of the Community: Prospects for Participation.
PUB DATE- Jan 89
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Change; Administrative Organization; *Community Involvement; Community Support; *Decentralization; *Educational Administration; Elementary Secondary Education; Foreign Countries; Organizational Development; *Participative Decision Making; *School Based Management; School Organization
IDENTIFIERS- *Indonesia
Issues related to decentralization, with a focus on community involvement, are discussed in this paper. The 20th-century Indonesian experience is analyzed to illustrate the process by which a national administrative reform policy develops, and to identify contributing and inhibiting factors relating to the implementation of decentralization. The Indonesian experience demonstrates the strong impact of historical, cultural, and economic factors on the administrative environment. Decentralization strategies to increase community participation require clarification of roles and responsibilities at the administrative and school levels, provision of training programs, organizational restructuring that provides formal community access mechanisms, and good will. Barriers to decentralization are entrenched attitudes and lack of knowledge and confidence. (8 references) (LMI)

ED 322 617 EA 022 132

Current Student Aid and Other Related Regulations (Through September 1989).
Office of Student Financial Assistance (ED), Washington, DC.
PUB DATE- 90
NOTE- 325p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Eligibility; Family Financial Resources; *Federal Programs; Federal Regulation; Financial Aid Applicants; Financial Needs; Higher Education; Loan Default; Loan Repayment; *Paying for College; Postsecondary Education; *Student Financial Aid; *Student Loan Programs; Work Study Programs
IDENTIFIERS- College Work Study Program; Higher Education Act 1965; Income Contingent Loan Program; Paul Douglas Teacher Scholarship Program; Pell Grant Program; Perkins Loan Program; Robert C Byrd Honors Scholarship Program; Stafford Loan Program; State Student Incentive Grants; Supplemental Educational Opportunity Grants
Final federal regulations through September 1989 for student financial aid and related concerns are listed in this publication. Regulations cover the following areas: family educational rights and privacy; Institutional eligibility under the Higher Education Act of 1965, as amended; student assistance general provision; Paul Douglas Teacher Scholarship Program; Robert C. Byrd Honors Scholarship Program; Income Contingent Loan Program; Perkins Loan Program; Supplemental Educational Opportunity Grant Program; College Work-Study Program; Guaranteed Student Loan Program (now called Stafford Loan Progam); Pell Grant Program; and State Student Incentive Grant Program. (LMI)

ED 322 646 EA 022 190

McTaggart, Robin
Dilemmas in Democratic Evaluation: Politics and Validation.
PUB DATE- Apr 90
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Democratic Values; Disclosure; Elementary Secondary Education; *Ethics; *Evaluation Methods; *Evaluation Research; *Evaluators; Foreign Countries; *Information Dissemination; Information Utilization; *Program Evaluation; Teacher Administrator Relationship; Validity
IDENTIFIERS- *Australia
Evaluation affects the people who participate and the situation studied, and there is no guarantee that the effects will be democratic, constructive, or equitable. A case study illustrates that even the most scrupulous attention to ethical principles and procedures for the release of information cannot always protect the interests of participants in the study, or the integrity of the study itself. At issue was a male school principal instructing a female teacher to change the record of what she had said in evaluating a language curriculum project. The objectives of the paper are the following: (1) to demonstrate the way in which local reactions to an evaluation directly threatened its validity; (2) to demonstrate that not all participants in a qualitative evaluation study understand or defer to the commitments of democratic evaluation; (3) to indicate that the metapolitical analyses of evaluation approaches do little to inform the nature of local site effects; and (4) to identify some new theses about the practice of "democratic" evaluation. (MLF)

ED 322 301 CE 055 279

Griffiths, Matthew; And Others
Enabled to Work. Support into Employment for Young People with Disabilities. Working Together? A Series of Studies Carried Out for the UK Contribution to the OECD/CERI Disabled Action Programme.
Further Education Unit, London (England).
SPONS. AGENCY- Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
REPORT NO.- ISBN-1-85338-177-2
PUB DATE- 89
NOTE- 113p.; For related documents, see ED 308 406 and CE 055 278-280.
AVAILABLE FROM- Information Centre, Further Education Unit, 2 Orange Street, London WC2H 7WE, England (6.50 pounds; Working Together? pack: 12.50 pounds).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accessibility (for Disabled); Adolescents; Advocacy; Agency Cooperation; Bias; Community Programs; Core Curriculum; *Disabilities; Employment Potential; *Equal Opportunities (Jobs); Foreign Countries; Job Placement; Normalization (Handicapped); Referral; Sheltered Workshops; *Supported Employment; *Transitional Programs; Vocational Education; *Vocational Rehabilitation; Work Experience Programs; Young Adults
IDENTIFIERS- *Great Britain
The study described in the first part of this two-part document identified the kind of ongoing support that would be most beneficial to all those concerned in the employment of young people with disabilities in England and Wales. Semistructured interviews were conducted with employers, representatives of preparation and placement agencies, and people with disabilities. Findings indicated that young people with disabilities are likely to have better access to employment if their general needs as young people during the transition from school to employment are addressed. Barriers to employment, such as physical access, lack of adapted transport, and prejudice, must also be addressed. Recommendations included the following: development of a "named person" system of support for young people with disabilities during the transition period; an expanded core curriculum that will foster autonomy, appropriate understanding by the learners of their own disabilities, and both self-advocacy skills and the skills needed to make best use of the "named person" or advocate; interagency collaboration; a referral system for young adults who become disabled; further testing and exploration of the support-led model; subsidy provision to employers who employ people who have been out of work for over a year; multiagency staff development; and an exploration of the attainment of adult status. Appendixes describe the study methoodology, list the participants, and present the study instruments; 32 references are included. Part 2 consists of three papers, by Deborah Cooper, Alistair Kent and Colin Hickman, and Elizabeth McEvoy respectively. The papers offer a guide to the United Kingdom vocational training scene and describe two important initiatives concerning employment and people with disabilities. (CML)

ED 322 313 CE 055 296

Faraday, Sally; Harris, Richard
Learning Support. 8. Guidance and Support.
Further Education Unit, London (England).; Skill: National Bureau of Students with Disabilities, London (England).; Training Agency, London (England).
PUB DATE- 89
NOTE- 23p.; In: Learning Support. A Staff Development Resource Pack for Those Working with Learners Who Have Special Needs; see CE 055 287.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Admissions Counseling; Advocacy; Confidentiality; Continuing Education; Educational Improvement; Foreign Countries; Helping Relationship; Individual Needs; *Inservice Teacher Education; Intervention; Listening Skills; Mainstreaming; Policy; Postsecondary Education; Questioning Techniques; *Referral; Specialists; *Special Needs Students; *Staff Development; *Teacher Guidance; Teacher Response; *Teacher Student Relationship; Training
IDENTIFIERS- *Great Britain
Providing guidance and support is the subject of this document, one of 9 modules in an 11-unit resource pack designed to help trainers and postsecondary and continuing education staff meet the needs of special needs students in Great Britain. Having completed the module, staff should be able to: (1) define what is meant by guidance and support; (2) describe guidance and support activities; (3) show an understanding of their role and responsibility in providing initial support; (4) employ appropriate guidance and support techniques; and (5) recognize the limits of their role and know when to get help from other sources. The module defines guidance, support, and self-advocacy; outlines the component skills of self-advocacy; lists guidance activities and stages of intervention; describes the skills of attending, active listening, questioning, and giving feedback; summarizes the guidance and support process; discusses the importance of having institutional policies regarding guidance, support, and confidentiality; and lists questions staff should consider when deciding whether to refer students to others. Fourteen exercises are included in the module. (CML)

ED 322 340 CE 055 449

The Company and Its Role in the Production of Qualifications: The Constitution and Development of Middle-Level Qualifications in Germany and France--A Comparison.
European Centre for the Development of Vocational Training, Berlin (West Germany).
PUB DATE- Jul 90
NOTE- 11p.; Report of the International CEDEFOP-ISF (Munich) Conference (Berlin, West Germany, March 29-30, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Collected Works - Proceedings (021) Reports - General (140)
DESCRIPTORS- *Career Ladders; Employment Qualifications; Foreign Countries; Industrial Training; *Job Training; *Middle Management; Postsecondary Education; *Technical Education; *Technical Occupations; Technology; Trade and Industrial Education
IDENTIFIERS- *France; *West Germany

This paper summarizes a conference on the development of midlevel technical personnel in Germany and France. The proceedings of the conference were divided into five presentations: (1) an introduction to the subject of the project and the conference; (2) a comparative presentation of the origins and development of educational training routes in Germany and France leading to technician positions and the use of these routes by company personnel policy for internal promotion or direct access; (3) explanations of the very different developments in Germany and France; (4) the illustration of these national differences using the examples of new midlevel career routes studied in two German and two French enterprises in the chemical sector; and (5) the expression of a number of basic concepts and methods derived from the Franco-German comparison. (KC)

ED 322 384 CE 055 574

Jackson, Jan, Ed.
Education for a Multicultural Society: A New Agenda for Continuing Higher Education. Proceedings of the Annual Meeting (51st, Charleston, South Carolina, November 12-15, 1989).
Association for Continuing Higher Education.
PUB DATE- 90
NOTE- 167p.
LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Programs; Adults; Ancillary School Services; Community Leaders; *Continuing Education; Cooperation; *Corporate Education; *Educational Administration; *Equal Education; Fund Raising; Higher Education; Marketing; *Multicultural Education; Older Adults; Professional Associations; Relevance (Education)

The document includes these presentations: "Minority Voices" (Mora); "Reflections of Outstanding Adult Learners" (Paulk, Stwyer, Torres); "Ethical and Quality Issues in Continuing Higher Education" (Sweeney); "Vision 2000: Guess Who's Coming to the Classroom?" (McCloud); and "Beyond Management: Continuing Higher Education Leadership for Successful Multiculturism" (Hall). Descriptions of the following concurrent sessions also appear: "Marketing to a Multicultural Society"; "Breathing Life into Your Alpha Sigma Lambda Chapter" (Sable, Schuehler, Barndt); "Workforce 2000" (Crockett); "Continuing Education and the Search for Equity" (Eagleeye for Zwerling); "Challenging the University" (Poonwassie); "The Adult Program at Temple University" (Alpert); "Infusing International/Multicultural Education throughout a College Environment" (Kollock); "Current Research in Adult and Continuing Education" (Campbell, Hine, Evenbeck); "The Role of Fund-Raising in Meeting Continuing Education Needs for a Multicultural Society" (Pankowski); "Investment in Job Opportunity" (Long, Bilderback); "Contract Programs" (Towne); "Creating a Multicultural School Environment" (Oliver); "Establishing College Centers for Older Adults" (Bugg, Cortwright, Mitchell); "Career Beginnings" (Bloomfield, Lindberg, Cole); "The National Association of Community Leadership Organizations" (Walls, Yancey); "Cooperation" (Kasworm, Shoopman, Dahlin-Brown); "Contract Programs" (Towne); "Continuing Education Minority Program" (Montagno); "Graduate Education for Part-time Students" (Caskey, Fuqua, Vonler); "The Avery Research Center for African-American History and Culture" (Whipper, Glascoe, Cohen); "Making the Curriculum Responsive" (Dennis et al.); "Persistence in Higher Education" (Miller); "Child Care" (Heitland); "Making the Most of What You Have" (Vonler, Harris); "Recruitment and Academic Success of Community College Students at Four-Year Institutions" (Garver, Kiyohara); "The Master Plan" (Penn); "Overseas Programs" (Rogers); "Importance of Self-Esteem in the Multicultural Classroom" (Preziosi); "Advanced Recurrent Education" (Blaney); "Two-Year Colleges Roundtable" (Hale); and "Managing in Multicultural Work Environments" (Bushnell, Rubi, O'Neale). The document's appendices contain committee reports, resolutions, a list of officers, and citations for leadership. (CML)

ED 322 486 CS 010 182

Seda, Ileana
Rich Literacy Curricula: Undocumented and Unstandardized.
PUB DATE- Nov 89
NOTE- 17p.; Paper presented at the Annual Meeting of the National Reading Conference (39th, Austin, TX, November 28-December 2, 1989)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; Curriculum; Curriculum Research; Elementary Education; Learning Activities; Middle Schools; Performance Factors; *Reading Instruction; *Teacher Attitudes; Teacher Behavior; *Whole Language Approach
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Student Centered Assessment
A study was conducted concerning the reduced and limited curricula which tests may represent. Observations were made at 18 different elementary and middle school classrooms in four school districts in central Pennsylvania during the language arts instructional period. All of the teachers were involved in promoting a holistic approach to literacy. Through hours of observation and conversations with the teachers, several themes were recurring: high levels of performance displayed by low ability learners; inadequacies of report cards; and teachers' frustrations about reducing children's learning to a letter grade. A major theme with teachers was how to educate parents and the public about the learning that was occurring in the classroom. Results indicated that teachers were effectively mediating learning activities so their students could become actively involved and owners of their learning. These rich curricula are undocumented because they do not explicitly inform the general public about the highly skilled, sophisticated performances and growth students display through the daily activities they perform. They are unstandardized because there is no handbook with a script for the teachers to repeat back to their students. The main reason for a lack of public knowledge is there is no formal outlet to report learners' performance and learning growth, except grades and test scores which do not capture the richness of the curricula. (Twenty references are attached.) (MG)

ED 322 560 CS 507 248

Detweiler, John S.; Hammond, Frankie A.
Analyzing Student Perceptions of Two Measures of Diversity in a Public Relations Class.
PUB DATE- 10 Aug 90
NOTE- 47p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (73rd, Minneapolis, MN, August 1-4, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; Classroom Research; Communication Research; Content Analysis; Higher Education; Instructional Effectiveness; Models; *Public Relations; Questionnaires; *Student Attitudes
IDENTIFIERS- *Communication Patterns; Family Communication Pattern

A study analyzed the effects of instruction in an introduction to public relations class on student perceptions of contrasting public relations communication styles. Two standard models, the traditional scales of family communication patterns and J. E. Grunig's triangular model of public relations objectives, were adapted for the study. A content analysis of several general public relations textbooks was undertaken to help shape six pertinent hypotheses to be tested, using a questionnaire given to students in two introductory public relations classes at a state university. There was a total of 309 students who completed the questionnaire during the first week of class and 186 who completed the same questionnaire during the last week of class. The first part of the questionnaire was designed to explore any differences between the perceived communication patterns of chief executive officers, public relations practitioners serving as advisers to chief executive officers, public relations practitioners dealing directly with diverse publics, and newspaper editors. The second part of the questionnaire dealt with different goals given priority by public relations practitioners. Results indicated that at the end of the semester students viewed chief executives as having more open communication patterns than the students had originally perceived and that they recognized that public relations advisers, rather than serving as unrestrained ombudsmen, must deal with greater communication patterns restraints than the students perceived at the beginning of the semester. (Four figures and 6 tables of data are included; 19 references and the survey instruments are attached.) (RS)

ED 322 604 EA 022 110

Frase, Larry; Hetzel, Robert
School Management by Wandering Around.
REPORT NO.- ISBN-87762-640-5
PUB DATE- 90
NOTE- 212p.
AVAILABLE FROM- Technomic Publishing Company, Inc., 851 New Holland Avenue, Box 3535, Lancaster, PA 17604 ($35.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142) Books (010) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrative Principles; *Administrator Effectiveness; *Change Strategies; *Educational Improvement; Elementary Secondary Education; *Excellence in Education; *School Administration; *Trust (Psychology)

Management by wandering around (MBWA) is the catalyst that brings teachers, aides, parents, and administrators together in the pursuit of excellent schools. This book, based on common sense and hundreds of years of experience, offers specific strategies and techniques for using MBWA to obtain excellence. The building blocks of school excellence, caring, openness, trust, and authority of expertise are discussed in chapter I. Practical suggestions are provided, along with an instrument for assessing these perceived building blocks' value. Chapter II discusses the types of leadership theories and styles that are compatible and incompatible with MBWA. Similarities and dissimilarities between MBWA assumptions and the Great Man theory; Theories X and Y; the managerial grid; and conflict management styles are presented. Chapter III deals with vision and the effective school leader and offers practical suggestions for developing a vision and communicating it. Promoting the improvement work ethic and necessity of viewing learning as a lifelong process are addressed in chapter IV. Key focal points to keep MBWA from being aimless meandering are discussed in chapter 5, while chapter 6 treats ways to deal with the marginal teacher. The final chapter reviews specific techniques for managing time and avoiding pitfalls that can trap and immobilize school administrators. Each chapter contains numerous references. Appendices offer winning strategies, sample parent surveys, teacher evaluation aids, sample disciplinary guidelines, and the Administrator Skills Inventory. (MLH)

ED 322 661 EC 231 847

Kregel, John, Ed.; And Others
Supported Employment for Persons with Severe Disabilities: From Research to Practice. Volume III.
Virginia Commonwealth Univ., Richmond. Rehabilitation Research and Training Center.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 90
NOTE- 274p.; Some tables will not reproduce clearly due to small type.
CONTRACT- H133B80052
AVAILABLE FROM- Virginia Commonwealth University, Rehabilitation Research and Training Center, 1314 West Main St., VCU Box 2011, Richmond, VA 23284-2011 ($13.95).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Delivery Systems; Fringe Benefits; Head Injuries; Individual Characteristics; Job Analysis; Models; *Outcomes of Treatment; Program Administration; Program Costs; *Program Effectiveness; Program Implementation; Rehabilitation Counseling; *Severe Disabilities; Social Integration; *Supported Employment; Theory Practice Relationship; Transitional Programs; Vocational Rehabilitation
IDENTIFIERS- Virginia

This volume discusses the effects of supported employment on persons with developmental and other severe disabilities, by assembling the results of research investigations conducted by the Rehabilitation Research and Training Center on Supported Employment. Papers included are: "Supported Employment in Virginia: 1980-1988" (John Kregel and others); "Supported Employment: Promises Deferred for Persons with Severe Handicaps" (John Kregel and Paul Wehman); "The Effect of Consumer Characteristics and Type of Employment Model on Individual Outcomes in Supported Employment" (John Kregel and others); "Employment Outcomes of Persons Following Traumatic Brain Injury: Preinjury, Postinjury, and Supported Employment" (Paul Wehman and others); "Supported Employment: An Alternative Model for Vocational Rehabilitation of Persons with Severe Neurologic, Psychiatric, or Physical Disabilities" (Paul Wehman and others); "Fringe Benefits Earned by Supported Employment Participants" (Michael West and others); "An Analysis of State Vocational Rehabilitation Agency Costs To Provide Supported Employment Services" (W. Grant Revell and others); "The National Supported Employment Initiative and Its Impact on Rehabilitation Counselors" (Michael Shafer); "Social Integration in the Workplace: An Analysis of the Interaction Activities of Workers with Mental Retardation and Their Co-Workers" (Wendy Parent and others); "Quality Indicators of Effective Vocational Transition Programs" (Paul Sale and others); "An Analysis of the Job Duties Performed by Supported Employment Program Managers" (Valerie Brooke and others); and "Supported Employment: Job Retention" (Michael West and Trudie Hughes). References accompany most chapters. (JDD)

ED 322 676 EC 231 864

Torres, Marcia; And Others
D.S.E. Citywide Chapter 1 Remedial Reading and Mathematics Program 1988-89. Evaluation Section Report. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Jan 90
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Consultation Programs; *Disabilities; Elementary Secondary Education; Inservice Teacher Education; *Mathematics Instruction; Program Effectiveness; Program Evaluation; *Reading Instruction; *Remedial Instruction; Student Educational Objectives
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *New York City Board of Education

The 1988-89 Chapter I Remedial Reading and Mathematics Program was implemented by the Division of Special Education's District 75 of the New York City Board of Education. It provided remedial instructional services to 842 students in reading and 114 students in mathematics. The program also trained teachers to address students' academic and affective needs more effectively. To evaluate the program, interview and observation data were collected from 7 of the 17 participating schools, and data retrieval forms were collected from all participating students. Results showed that: (1) staff development covered many relevant topics; (2) 71% of teachers reported moderate or full collaboration between Chapter 1 teachers and special education teachers in planning and instruction; (3) student pre-test results were used by all teachers to develop instructional plans; (4) teachers used a wide variety of teaching strategies and equipment to provide instruction; and (5) the program surpassed its student achievement objectives in every category. More than 76% of students for whom complete data was available demonstrated a gain in reading comprehension, 92.4% of students mastered math objectives at a rate of 2 or more per 20 sessions attended, and 35% of students mastered mathematics objectives at a rate of 5 or more per 20 sessions attended. (JDD)

ED 322 369 CE 055 505

Jyung, Chyul-Young; Miller, Larry E.
Predictors of Students' Career Maturity in Central Ohio High Schools. Summary of Research 55.
Ohio State Univ., Columbus. Dept. of Agricultural Education.
PUB DATE- 90
NOTE- 17p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; College Preparation; Grade 10; Grade 12; High Schools; *Place of Residence; *Rural Urban Differences; *Sex Differences; Vocational Education; *Vocational Maturity
IDENTIFIERS- Career Development Inventory; *Ohio

A study was conducted to determine the relationship of curriculum, gender, and location of residence to career maturity of high school students. Two schools (one urban, one rural) in central Ohio provided 320 participating students. A stratified random sampling techique was then used to select equal numbers of 10th and 12th grade vocational-male, vocational-female, college preparatory-male, college preparatory-female students from each of the rural and urban schools. Data were collected in the classrooms using the Career Development Inventory (CDI) and a demographic data questionnaire. Grade point averages and test scores were provided by the schools. Among the findings were the following: (1) college preparatory students were higher in career maturity than vocational students at both the 10th- and 12th-grade levels; (2) female students were higher than male students in career maturity at both the 10th- and 12th-grade levels; (3) no significant difference in career maturity was found between rural and urban students; and (4) scholastic achievement was significantly related to career maturity. (34 references) (CML)

ED 322 398 CE 055 592

Ritz, John M.; And Others
Resources in Technology III.
International Technology Education Association, Reston, VA.
PUB DATE- 86
NOTE- 69p.; For related volumes, see CE 055 590-595.
AVAILABLE FROM- International Technology Education Association, 1914 Association Drive, Reston, VA 22091-1502 ($6.50 members, $7.50 nonmembers; six-volume set: $35.00 members, $37.50 nonmembers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Automation; *Communications; Construction Materials; Futures (of Society); *Industrial Arts; Lasers; Learning Motivation; Manufacturing; Microcomputers; Optics; Postsecondary Education; Robotics; Science and Society; Secondary Education; Teacher Influence; *Technological Advancement; Technological Literacy; *Transportation
IDENTIFIERS- Integrated Manufacturing Systems
This document--intended to help technology education teachers plan their classroom curriculum for secondary school and college students--contains units on exploring high-impact technology, microcomputers as technological tools, integrated manufacturing systems (the future of design and production), the role of robotics in integrated manufacturing systems, mass transit, communicating with light using lasers and fiber optics, automated warehousing, and new materials. The sociocultural impact of those topics and the relationship of each to the common elements of technological systems are covered in each unit. Units also typically include narrative information, line illustrations, a glossary of technical terms, an audiovisual aid, a construction activity, examples of how math and science can be used to support the students' construction activities and provide the motivation for students to make the connections between technical education and math and science, a student quiz, possible student outcomes, and references. (CML)

ED 322 427 CG 022 699

Getting Started: A Primer for New Elementary Counselors.
North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE- 90
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Counselor Role; Elementary Education; *Elementary School Students; *School Counseling; *School Counselors

This document focuses on the role and activities of elementary school counselors. Elementary school counselors have the knowledge and skills to assist teachers and parents to help children get a good start to reach the goal of graduating good citizens. First the roles and functions of the elementary school counselor in these eight areas are discussed: general role and function; individual and group counseling; classroom guidance; peer facilitation; consultation; coordination; referrals; and assessment. Helpful hints are provided for preparation for the days before school starts and/or the first week of school. These hints include: addressing the faculty, joining professional organizations, and decorating the office. Ideas for planning the year's activities are provided. Steps in the public relations process are discussed, including implementing a written referral system for teachers. Sample classroom guidance lessons for kindergarten through second grade and for grades three through five are included. These forms and handouts are included: counseling needs assessment plan; program components; introductory booklet to school counseling; comics focusing on counseling-related topics; request for consultation with counselor; and referral. A resource list is included. (ABL)

ED 322 457 CG 022 730

Stubbs, Margaret L.
Body Talk for Girls Growing Up.
Wellesley Coll., Mass. Center for Research on Women.
PUB DATE- 90
NOTE- 23p.; For related documents, see CG 022 731-733.

AVAILABLE FROM- Center for Research on Women, Wellesley College, Wellesley, MA 02181 (2 for $8.00, complete set $12.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Adolescents; *Females; *Interpersonal Communication; *Menstruation; Parent Child Relationship; Peer Relationship; *Preadolescents
IDENTIFIERS- *Puberty

This pamphlet, targeted to girls, discusses issues surrounding puberty. The introduction describes the reaction of parents' to their children's process of growing up, as well as the reaction of other boys and girls to the physical changes of puberty. Physical changes that happen during puberty for girls and boys are listed. Books for girls on puberty are listed. Methods of obtaining these books are described, including purchasing them from a bookstore, taking them out of a library, and ordering them from a publisher. Suggestions are provided for how girls can talk to their parents about puberty. Suggestions range from thinking about picking a good time and place to talk to writing as an alternative to talking to parents. Specific information about menstruation is provided. Topics covered include: timing and duration of menstruation; girls' and boys' reactions to menstruation; and how menstruation affects girls. (ABL)

ED 322 515 CS 212 465

Jehle, Dorothy M.
Medieval Romances: "Perceval" to "Monty Python."
PUB DATE- 90
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Fiction; Films; Higher Education; Literary Genres; *Literature Appreciation; *Medieval Literature; *Motifs; Poetry; Popular Culture; Reader Response; Teaching Models; Twentieth Century Literature; Undergraduate Students
A selection of romances from medieval literature can be used successfully in undergraduate literature classes to trace the appearance and relevance of medieval themes, motifs, and characters in works of modern poetry, fiction, and film. New scholarly editions, historiographies, translations, and modernizations give both teachers and students more authentic materials with which to work. For example, in "Tristan and Iseult" students find the tale of a love that survives denunciation, entrapment, and long separations to become a symbol of faithfulness for centuries to come. T. S. Eliot, in "The Waste Land," uses echoes of this poem and of Chretien's "Perceval" to point up the impermanence of relationships and the moral disintegration of twentieth-century life. Other themes can be traced from "Yvain," "Sir Gawain and the Green Knight," and "Le Morte Darthur" to "The Wizard of Oz," "Star Wars," "A Book of Common Prayer," and "Monty Python and the Holy Grail." Papers and class discussions have revealed that students can learn to recognize and appreciate the Middle Ages as a time of creativity and wit. (KEH)

ED 322 545 CS 507 228

Weiss, Robert O.
The Classroom as Public Space.
PUB DATE- Aug 89
NOTE- 17p.; Paper presented at the Annual Joint Conference on Argumentation of the Speech Communication Association-American Forensics Association (6th, Alta, UT, August 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Freedom; *Classroom Communication; *Debate; Elementary Secondary Education; Higher Education; *Persuasive Discourse; *Public Opinion; *School Role; *Student Attitudes
IDENTIFIERS- Discourse Communities; Empowerment; *Public Issue Forums
The necessity for maintaining and extending the public space within which argumentation may appear, whether or not represented in the classroom, stems largely from pressures which have increasingly restricted that space. To function as public spaces, classrooms must enable students as citizens to confer in an unrestricted fashion about matters of public interest. Pressures such as specialization make the functioning of the classroom as a public space more problematic. For example, science courses tend to treat opinion as irrelevant. Furthermore, some reluctance to entertain popular opinions has been noted in the teaching of many academic disciplines. If students can be viewed as possessing public power, the classroom can be employed as a public space. A broader view of the "classroom" as including the entire educational environment and its inhabitants would have some potential for contributing to the public sphere. School forensics programs should be able to find a place for real talk which contributes to public opinion. The classroom may well be free enough for the exchange of public opinion so that the implementation of its public function may be a worthy goal for all educators. (Fifteen references are attached.) (SG)

ED 322 574 EA 022 024

Casey, Arthur C.
Academic Intramurals: The Thrill of Victory--The Excitement of Competition.
PUB DATE- Oct 89
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Competition; Extracurricular Activities; High Schools; Incentives; Intergroup Relations; Intramural Athletics; *Learning Motivation; Motivation Techniques; Performance; *Recognition (Achievement); Rewards; *Student Motivation; Student Participation
IDENTIFIERS- *Texas
The application of the principles of intramural athletic competition to stimulate outstanding academic performance is discussed in this paper. The implementation of an academic intramural competition based on student diversity, immediate recognition, fun, and meaningful prizes in a Texas high school is described. The program is based on the tenet that student motivation for learning must be recognized and rewarded. The first year of the competition was successful in generating competitive student participation in academic achievement, community involvement, acknowledgement, and student motivation. (LMI)

ED 322 590 EA 022 090

Moyle, Colin

Implementation Mechanisms for Facilitating Community Participation in School Management in Victoria, Australia: An Overview Case Study.
PUB DATE- Jan 89
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Historical Materials (060)
DESCRIPTORS- Administrative Change; Case Studies; *Community Control; Community Involvement; Community Support; *Decentralization; Elementary Secondary Education; Federal Regulation; Foreign Countries; Governance; Government School Relationship; *Participative Decision Making; Policy Formation; Public Schools; *School Based Management; School District Autonomy; *School Restructuring; State Aid; State School District Relationship
IDENTIFIERS- *Australia

A historical overview and analysis of the decentralization process in Victoria, Australia, is the purpose of this paper. The case study illustrates the impact of conflict between political and administrative agendas on attempts to implement the government-initiated policy decision. The current two-tiered system is composed of central and local district administrative levels with clearly defined roles and responsibilities. The modification of the decentralization implementation process illustrates the importance of creating public awareness and involvement for successful policy implementation. (LMI)

ED 322 618 EA 022 133

The Principal's Role in Shaping School Culture. Research in Brief.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- IS-90-988
PUB DATE- Mar 90
NOTE- 4p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrator Characteristics; *Administrator Effectiveness; *Administrator Role; Cultural Context; Educational Environment; Elementary Secondary Education; *Institutional Characteristics; *Institutional Environment; Instructional Leadership; *Leadership Qualities; Leadership Styles; Organizational Climate; *Principals

Principals as school leaders have the potential to transform school culture in positive ways. A review of "Principal's Role in Shaping School Culture," by Terrence Deal and Kent Peterson, is offered in this report. The book defines school culture, presents examples of principals' school improvement strategies, and compares similarities in their strategies. Five case studies illustrate the ways in which school leaders in diverse school settings have interpreted and influenced their schools' cultures. Tactics for building school culture include: development of a vision of what the school should be; selection of a staff with corresponding values; confrontation with conflict; incorporation of values in routines; and promotion of culturally reinforcing practices. (LMI)

ED 322 633 EA 022 160

Garrott, Carl L.
The Nature and Use of Management Information Systems in Modern Language Administration.
PUB DATE- 16 Jul 90
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgeting; College Second Language Programs; Data Analysis; Databases; Data Collection; Decision Making; Department Heads; *Educational Administration; Higher Education; Information Networks; Information Retrieval; Information Storage; *Management Information Systems; Needs Assessment; Organizational Effectiveness; *Recordkeeping; *Records Management; Resource Allocation
The use of management information systems (MIS) in the department fiscal system is described in this paper, with a focus on development of a planning model prior to MIS implementation. Planning stages involve a task force to evaluate the situation prior to implementation. Applicability of simple and advanced management information systems are described, such as the Comprehensive Analytical Methods in Planning in University Systems (CAMPUS), Resource Requirements Prediction Model (RRPM), System for Evaluating Alternative Resource Commitments in Higher Education (SEARCH), and CAMUS III. MIS utilization in a college modern languages department and its applicability to elementary and secondary education are described. A conclusion is that management information systems are useful for department chairperson decision-making, especially in fiscal planning and allocation of personnel and resources. A limitation of MIS is that final decisions are made by people. Figures illustrate the MIS design and the task force development process. Appendices include definitions of terms and a list of MIS advantages and disadvantages. (12 references) (LMI)

ED 322 647 EA 022 193

Weiner, Lois
The "Triumph of Commercialism": The Corporate Ethos and Educational Reform.
PUB DATE- May 90
NOTE- 23p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Rockport, ME, May 2-4, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Democratic Values; *Economic Factors; *Educational Change; *Educational Policy; Elementary Secondary Education; Excellence in Education; Policy Formation; *School Business Relationship; *School Organization; State Action
IDENTIFIERS- *Corporatism
State education reform efforts, like national proposals for educational excellence, have blamed poor schooling for widening the gulf between poor and rich and influencing economic and industrial decline. Improved schools will supposedly restore economic health to society and its individual citizens. This conflation of educational reform and economic revitalization has encouraged business leaders to shape policy strategies for educational reform as they do for their corporations, focusing on purpose and restructured work relationships. Better schools are frequently defined as those meeting the needs of business, as Lee A. Iacocca's syndicated column illustrates. Although educational policy analysts have criticized various components of the excellence movement, few have examined the underlying commitment to a corporate ethos and a factory organizational model. The rhetoric of empowering teachers and rewarding competency with higher pay and status masks structural changes which will undermine the conditions nurturing effective teaching. The old factory model has merely been replaced with a new manufacturing model that is equally incompatible with education's democratic purposes and is being challenged (even within factories) as a less humane workplace organization system. By allowing corporate leaders and ideology to dominate the national and state policy debates on educational reform, educators have won increased funding for schools and teacher salaries at the cost of further isolating education from its democratic goals and constituencies. (34 references) (MLH)

ED 322 289 CE 055 099

Compendium of Successful Pre-Employment/Work Maturity Youth Employment Competency Systems. A Compilation of Resources, Samples and Examples for Program Practitioners. Volumes I-II, Appendices.
Reingold (J.R.) and Associates, Inc., Washington, DC.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- Oct 89
NOTE- 443p.; Appendices contain some small, light type. Samples from Waco, Texas, will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Competency Based Education; Compliance (Legal); Demonstration Programs; *Disadvantaged Youth; *Employment Potential; Federal Legislation; Federal Programs; Job Skills; *Job Training; *Models; Postsecondary Education; Program Implementation; *Vocational Maturity; *Youth Employment
IDENTIFIERS- *Job Training Partnership Act 1982

This two-volume compendium contains descriptions of youth employment systems developed by local Service Delivery Areas (SDAs) and Private Industry Councils (PICs) to help disadvantaged youth under the Job Training Partnership Act (JTPA). Designed for use by program practitioners, the document explains the context for the current program requirements; clarifies what is mandatory versus what is discretionary; provides samples, models or alternative approaches to various elements of a system; and provides resource listings that SDAs can use to gather additional information. Volume I contains a description of Youth Employment Competency Systems and an explanation of why they are essential, a description of the 7 elements of a sufficiently developed system, and the 11 performance-based preemployment/work maturity core competencies and the relationships among them. Volume II contains four appendices: (1) a compilation of resources, samples, and examples from SDAs and PICs around the country; (2) a 17-item annotated bibliography and resource listing; (3) the JTPA annual status report forms and reporting instructions; and (4) a glossary. (KC)

ED 322 341 CE 055 450

Working Smart: The Los Angeles Workplace Literacy Project. Final Report.
Los Angeles Unified School District, CA. Div. of Adult and Occupational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE- Jun 90
NOTE- 119p.; In partnership with Educational Data Systems, Inc., Interactive Training Inc., and Domino's Pizza Distribution Corp. For related documents, see CE 055 451-452. Appendix B contains one page with faded type and two audit forms with small type. Photographs, also, will not copy well.
GRANT- V198A80211
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Basic Skills; Communication Skills; Competency Based Education; Courseware; Critical Thinking; Educational Objectives; Entry Workers; Food Service; *Functional Literacy; *Hospitality Occupations; Hotels; Interactive Video; Job Training; Labor Force Development; Limited English Speaking; Literacy Education; Mathematical Applications; Mathematics Skills; Occupational Information; Problem Solving; Safety Education; *School Business Relationship; *Videodisks; Work Ethic
IDENTIFIERS- *California (Los Angeles); Customer Service Occupations; *Workplace Literacy

The Working Smart workplace literacy project was sponsored by a public school district and several profit and nonprofit companies and conducted for the hotel and food industry in the Los Angeles area. Literacy instruction was merged with job requirements of the customer service job classifications. Videodisc courseware was developed, as were student workbooks that included 9 performance modules, 13 computational modules, and 27 communications modules. Each module taught problem-solving skills, critical thinking strategies, work attitudes, and safety skills. State-certified teachers delivered the instruction. Participants were a diverse group of employees recruited through the companies' communication channels and through referrals from community adult schools; many had limited English skills. Workers were retained in the program by means of paid release time, cash bonuses, formal recognition, promotional opportunities, and a tailored assessment system. Of 92 students surveyed, 65% were very satisfied and 35% satisfied with the project. Problems encountered included: (1) sustaining corporate commitment; (2) scheduling; (3) lack of test instruments; and (4) underestimation of resource needs. Positive outcomes included an enduring relationship with employers and the development of interactive videodisc technology. An external evaluation found that students received too little interactive video instruction for conclusions about its effectiveness to be made. (The document includes project documents such as news releases, sample participant intake forms, a consultant report, and an external evaluation.) (CML)

ED 322 355 CE 055 477

Outdoor Recreation and Wildlife Management Resources.
Alaska State Dept. of Education, Juneau. Div. of Adult and Vocational Education.
PUB DATE- 89
NOTE- 294p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competence; Competency Based Education; *Conservation (Environment); Course Content; Course Descriptions; Curriculum Development; Educational Planning; *Educational Resources; Learning Activities; Natural Resources; *Outdoor Activities; *Parks; Program Development; *Recreational Activities; Secondary Education; State Curriculum Guides; Teaching Methods; Vocational Education; Wildlife; *Wildlife Management
IDENTIFIERS- *Alaska; Wilderness Education Programs

These instructional materials were developed as a supplement to the "Alaska State Model Curriculum in Renewable Natural Resources/Agriculture." The topics covered focus on competencies from the curriculum for which materials were not readily available to Alaskan teachers and provide information that may not be sufficiently covered by existing curricula. Each unit begins with a teacher page that includes the competency and tasks from the curriculum. An overview, suggested learning activities, and resources for more information on each topic also are provided. The resources section suggests some materials available for each area. Topics covered include the following: opportunities in outdoor recreation; managing visitor services; second language visitors; using outdoor recreation equipment; working outdoors (backpacking, cross-country skiing, temporary camps); managing flora and fauna; observing wildlife; using first aid and survival skills; managing, maintaining, and protecting the resource; Alaska's park and recreation areas; understanding the importance of park and recreation areas; controversies related to parks and recreational land use in Alaska; employment in wildlife management; firearms; guiding hunters; construction and maintenance; working with wildlife; law enforcement; basic principles of biology; wildlife management; animal characteristics; and wildlife management issues. (KC)

ED 322 412 CG 022 683

Hillman, Stephen B.; And Others
Effects of Maternal Employment on Adolescent Substance Use.
PUB DATE- Aug 90
NOTE- 12p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Drinking; *Drug Use; *Employed Women; High Schools; *High School Students; Marijuana; *Mothers; Smoking; *Student Behavior; *Substance Abuse
As levels of maternal employment increase (71% for mothers with school-age children), there is concern for both the short- and long-term consequences of maternal employment on children and families. This study examined the influence of maternal employment in two-parent families on the substance use of adolescents. Subjects were male and female high school students (N=161) who had fathers working full-time and mothers working full-time (N=77), or fathers working full-time and mothers working part-time or not employed outside the home (N=84). Subjects completed a 48-item survey in which they described their alcohol, cigarette, and marijuana use, and mother/father employment patterns. Subjects also reported their frequency of extracurricular activities and sources of income in order to increase understanding of the influence of after school activities on adolescent substance use behaviors. The results revealed no significant effect of maternal employment on adolescent substance use. (Author/NB)

ED 322 442 CG 022 714

Fenzel, L. Mickey
Longitudinal Trends in the Effect of Age Status on Role Strain, Self-Esteem, and GPA during the Transition to Middle School.
PUB DATE- Mar 90
NOTE- 12p.; Poster presented at the Biennial Meeting of the Society for Research on Adolescence (3rd, Atlanta, GA, March 22-25, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Age Differences; Grade 5; Grade 6; Grade 7; *Grade Point Average; Intermediate Grades; Junior High Schools; *Middle Schools; Preadolescents; *Self Esteem; *Stress Variables
Being older rather than younger than most of one's classmates is presumed to provide benefits to students throughout elementary and secondary school. The present study investigated this age status hypothesis among students before and after the transition to middle school in sixth grade with respect to school strain, self-esteem, and grade point average (GPA). Students (N=84) completed questionnaires at four points in time: the end of fifth grade in elementary school, the beginning and end of sixth grade (middle school), and the end of seventh grade. The subjects were placed in one of five age status groups (arranged from youngest to oldest) for the analyses. Results provided support for the hypothesis. Partial correlation analyses, with father's education controlled, showed that age was positively associated with self-esteem and GPA during the fifth and sixth grades but not seventh grade. Strain was negatively associated with age status during fifth and early sixth grades only. Results suggest a developmental trend in which being younger than average has a temporary detrimental effect on adjustment that occurs before and immediately after the transition to middle school. (Author)

ED 322 472 CS 010 164

Wood, Karen D.
The Study Guide: A Strategy Review.
PUB DATE- Nov 89
NOTE- 16p.; Paper presented at the Annual Meeting of the College Reading Association (33rd, Philadelphia, PA, November 3-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Decision Making; Higher Education; Instructional Effectiveness; *Learning Strategies; *Study Guides; Study Skills; Teacher Role; Teaching Methods
IDENTIFIERS- *Teacher Knowledge
Within a given instructional period, teachers must make an enormous number of procedural and substantive decisions before, during, and after each lesson. Substantive decision-making elicits three types of teacher knowledge: declarative, involving the description or explanation of a strategy; procedural, referring to how to implement a strategy; and conditional, pertaining to why a strategy is useful and when it should be employed. To effectively employ these three knowledge bases, teachers must be thoroughly familiar with a wide variety of instructional strategies. The term "strategy review" describes the needed process of pulling together available strategies and presenting them in an organized manner designed to aid teachers in the selection process. While findings vary, research appears to suggest that study guides tend to facilitate students' comprehension performance. Types of study guides can be grouped into: (1) guides that promote skill and strategy development (including processes-of-reading guides, and pattern guides); (2) guides that facilitate content understanding (such as concept guides, learning-from-text guides, and content guides); and (3) guides with dual purposes (including textbook activity guides and interactive reading guides). (Three figures are included; 40 references are attached.) (SG)

ED 322 501 CS 212 423

Broughton, Esther
Maintaining Balance: Removing Our Masks.
PUB DATE- Jul 90
NOTE- 15p.; Paper presented at the Conference in Rhetoric and the Teaching of Writing (Indiana, PA, July 10-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; Peer Teaching; Rhetorical Theory; Teacher Student Relationship; Whole Language Approach; *Writing Instruction; *Writing Laboratories; Writing Processes; *Writing Teachers
IDENTIFIERS- *Collaborative Learning; Empowerment; Writing Development

A writing instructor/graduate student investigated elements essential in helping and empowering student writers, while embarking on her own journey for a Ph.D. in rhetoric. Getting more knowledge is the catalyst that started the journey and includes the following stops: Philosophiville, Theory Town, Rhetorical Junction, and Writing Center City. Of basic importance is the obtaining of knowledge in composition theory and rhetoric, as well as the need to develop a personal philosophy which values development or natural learning. Next is the practical application of theory which helps students gain a balance of content, audience, and voice. Finally, classroom writing teachers can discover a great deal from the collaborative efforts in the writing center. Peer tutors work well with individual students because they are not evaluators, but people who are ready to listen, to read and to help. The writing center, after all, is an environment for human communication, i.e., just people interested in writing. (Fifteen references are attached.) (KEH)

ED 322 530 CS 212 480

Dodson, Charles Brooks
Teaching the Language of Advertising.
PUB DATE- Apr 89
NOTE- 11p.; Paper presented at the Annual Meeting of the College English Association (Orlando, FL, April 6-8, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Activity Units; *Advertising; Higher Education; Instructional Innovation; *Language Role; Learning Activities; Writing Assignments
IDENTIFIERS- Advertising Copywriting; *Advertising Education; Advertising Effectiveness; General Semantics Paradigm (Korzybski)
Serving as a way to sum up or apply many of the principles students have been studying in a general semantics course, a unit on advertising language is devoted to examining how advertisers select language for its affective and directive uses. The unit shows how language is used to stimulate consumer interest in a product and often to mask the lack of extensionally verifiable information presented about the product. A major feature of the unit is that the students are asked not only to examine existing advertisements but to become advertisers themselves, to create their own advertising copy. In the major written assignment of the unit, students compose and explain an "institutional advertisement" (an ad whose immediate purpose is to favorably dispose the reader toward a company, institution, or organization that sponsors the ad). Coming at the end of a course, the unit usually perks up students who are growing jaded and weary as another long semester of college is drawing to an end. (RS)

ED 322 314 CE 055 297

Faraday, Sally; Harris, Richard
Learning Support. 9. Sources of Help and Advice/References and Bibliography.
Further Education Unit, London (England).; Skill: National Bureau of Students with Disabilities, London (England).; Training Agency, London (England).
PUB DATE- 89
NOTE- 23p.; In: Learning Support. A Staff Development Resource Pack for Those Working with Learners Who Have Special Needs; see CE 055 287.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)
DESCRIPTORS- Confidentiality; Consultants; Continuing Education; *Educational Diagnosis; Educational Improvement; Educational Resources; Foreign Countries; Individual Needs; *Inservice Teacher Education; Mainstreaming; Needs Assessment; Postsecondary Education; Professional Services; *Referral; School Community Relationship; *Specialists; *Special Needs Students; *Staff Development; Training
IDENTIFIERS- *Great Britain
Where to get help to teach special needs students is the subject of this document, the last of 9 modules in an 11-unit resource pack designed to help trainers and postsecondary and continuing education staff meet the needs of special needs students in Great Britain. Having completed the module, staff should be able to: (1) identify when learners needs extra help and advice; (2) distinguish between those needs that the staff can meet and those requiring the help of others; (3) identify and access sources for meeting those needs in-house, locally, regionally, and nationally; and (4) show an appreciation of the need for confidentiality. The module contains a discussion of the support process, 7 exercises (several of which involve case studies), and 72 annotated references. (CML)

ED 322 327 CE 055 409

Cheng, Barbara Davis
Breaking the Bonds of Poverty: A Motivational Profile of Selected Welfare Single Mothers Entering College.
PUB DATE- May 90
NOTE- 7p.; Paper presented at the conference, "Education and Training: The Route to Self-Sufficiency for Single Parents" (Lexington, KY, June 10-12, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *College Programs; Coping; Fear; Higher Education; *Mothers; *One Parent Family; Public Service; *Student Characteristics; *Student Motivation; *Welfare Recipients; Womens Education
IDENTIFIERS- *Trinity College of Vermont
Single mothers on welfare were recruited for a program at Trinity College of Vermont using a variety of methods: newspaper advertisements, admission office applicants, and welfare office solicitation. Eligible for the program were single mothers on welfare meeting all Trinity College entrance requirements and having an interest in and commitment to public service. Twelve were selected and admitted in the fall of 1989. Through both public and private funds, students were provided with full day care, transportation assistance, books and supplies, and living expenses. A skilled academic advisor was assigned to assist them in making the transition to college. In return, students were expected to volunteer for 8-10 hours of community service in a setting of their choice, for which they would receive an additional stipend. A battery of tests was given to the women to determine their motivation, personality, attitude, and cognitive styles, and a life history narrative was obtained from each woman. The motivational profile showed high striving for achievement coupled with fear of failure, feelings of sorrow over separation and loss, and a strong sense of social power. Emerging high self-esteem and high sense of control over one's destiny were also indicated. A longitudinal study will be conducted to follow these women through their college experiences. (KC)

ED 322 487 CS 010 191

Wood, Peter H.; And Others
The Results of Six Years of Testing College Students with Form E of the Nelson-Denny Test.
PUB DATE- 90
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; *College Freshmen; Higher Education; Prognostic Tests; Reading Ability; *Reading Comprehension; Reading Research; Reading Skills; *Reading Tests; *Test Reliability; Test Validity; *Vocabulary Skills; Word Recognition
IDENTIFIERS- Bowling Green State University OH; *Nelson Denny Reading Tests
A study investigated the results of the use of Form E (Vocabulary and Comprehension subtests) of the Nelson-Denny Reading Test (NDRT) with six successive cohorts of freshmen entering a midwestern state university. The purpose of the study was to determine the relationships existing between NDRT scores and other indicators of academic success such as high school and college grade point average (GPA), rank in class, American College Testing Program scores (ACT), and Scholastic Aptitude Test (SAT) scores. Although 11,953 subjects were tested, only the data collected from 7,635 currently enrolled students were used to form the basis of the analyses. Results revealed that NDRT scores correlated positively with ACT Composite scores, with SAT Verbal scores, and to a lesser degree with college GPA and high school GPA. Also, NDRT scores added no predictive value to equations already containing high school grades and SAT or ACT scores. Finally, the Vocabulary test of the NDRT-E exhibited effects of speed, and neither the Vocabulary nor the Comprehension tests proved to be "power" tests, i.e., neither one was likely to provide much diagnostic value as subscores. (Seven tables of data are included.) (KEH)

ED 322 575 EA 022 025

Wentworth, Marylyn
Developing Staff Morale.
National Association of Secondary School Principals, Reston, Va.
REPORT NO.- ISSN-0192-6160
PUB DATE- May 90
NOTE- 10p.
AVAILABLE FROM- National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (Annual subscription, $4.00, single copy $1.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - Serials (022)
DESCRIPTORS- *Administrator Responsibility; *Communication Skills; Elementary Secondary Education; *Morale; *Organizational Climate; Principals; *Professional Development; *Teacher Morale

Low staff morale results from professional lives that have little meaning; from frustration and the inability to change what is happening; and from muddled goals and demands exceeding scarce resources. Schools with high staff morale have very distinctive features, including a sense of community. Factors determining high morale are: (1) input into important decisions; (2) recognition and appreciation of teacher and student achievement; (3) a school climate reflecting a feeling of unity, pride, cooperation, acceptance of differences, and security; (4) good communication; (5) opportunities for meaningful professional growth; (6) clear, shared goals; (7) strong, supportive leadership; (8) quality time for collegial interaction; (9) well-maintained physical facilities; (10) good human relations; (11) encouragement and reward for risk taking, innovation, and good teaching; and (12) attention to professional and personal needs. A good start is reviewing local morale factors by using paper surveys, interviews, or group discussions. Principals need to ask themselves some hard questions concerning leadership and communication deficiencies. Taking identified needs seriously and beginning to act on them are morale boosters. Principals are responsible for responding to daily human concerns, for understanding scheduling demands, and for fostering recognition programs, staff meetings, shared leadership, good communication, and professional development. Illustrations from several schools are provided. (MLH)

ED 322 619 EA 022 134

Teachers' Aspirations for School Improvement: A Participatory Decision-Making Workshop. Facilitator's Manual.
Southeastern Educational Improvement Lab., Research Triangle Park, NC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 107p.
CONTRACT- 400-86-0007
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agenda Setting; Brainstorming; *Cooperative Planning; *Educational Improvement; Elementary Secondary Education; Faculty Development; Feedback; Intergroup Relations; Interpersonal Communication; *Participative Decision Making; Problem Solving; Professional Education; Teacher Influence; Teacher Motivation; *Teacher Participation; *Teacher Workshops

Guidelines for facilitation of a teacher workshop on participative decision making, with a focus on the development of a school improvement plan based on consensus, are offered in this manual. Session topics include: perceptions, creativity, brainstorming, consensus building, and action planning. The introductory section defines workshop goals. The perceptions section uses activities to introduce the concept of differences between individual's perceptions, and the brainstorming session presents basic tenets of group behavior and initiates the identification of school needs. The cooperative negotiation process is learned in the consensus building session, and writing objectives to meet shared goals is presented in the action plan unit. Each discussion section includes group activities and exercises, with guidelines for the workshop facilitator regarding preparation, purpose of the activity, and recommendations. Appendices present background information on participative decision making and a sample workshop evaluation form. Transparencies are also included. (LMI)

ED 322 302 CE 055 280

Wertheimer, Alison
Self-Advocacy and Parents. The Impact of Self-Advocacy on the Parents of Young People with Disabilities. Working Together? A Series of Studies Carried Out for the UK Contribution to the OECD/CERI Disabled Action Programme.
Further Education Unit, London (England).

SPONS. AGENCY- Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
REPORT NO.- ISBN-1-85338-178-0
PUB DATE- 89
NOTE- 82p.; For related documents, see ED 308 406 and CE 055 278-279.
AVAILABLE FROM- Information Centre, Further Education Unit, 2 Orange Street, London WC2H 7WE, England (4.50 pounds; Working Together? pack: 12.50 pounds).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Children; *Advocacy; *Disabilities; Foreign Countries; Fund Raising; Parent Associations; *Parent Child Relationship; Parent Role; Parents; Parent Workshops; Professional Services; *Social Support Groups; Specialists
IDENTIFIERS- *Great Britain
A study examined the impact on parents when a young person with disabilities is involved in self-advocacy. Methodologies used included a literature review, interviews with nine families of young people with disabilities, collection of information about parent support initiatives, and discussion with a self-advocacy group. During the course of the interviews, parents were asked how they felt professionals could be helpful and what they considered unhelpful. Positive experiences reported by parents included the following: having their experience and expertise as parents acknowledged, really being listened to, having access to professionals who have the right skills for the job, having their difficulties as parents really understood, and having a professional the parent can trust. Negative experiences reported by parents included the following: being asked to do fund-raising when what is needed is support for the parent, having professionals who look down on parents, professionals who do not keep their promises to help, and professionals who are in contact with a parent's family but not with each other. The report makes a number of specific recommendations to the various agencies and organizations involved with parents of young people in transition but first enumerates 12 principles underlying the recommendations, 10 of which are addressed to further and continuing education providers in England and Wales, and 7 of which are addressed to other organizations. A list of 41 references, a 16-item annotated reading list, 3 examples of parent support groups, a summary of the views of an advocacy group, and a brief case study of families and citizen advocacy are appended. (CML)

ED 322 370 CE 055 514

Implementing Career Education. Career Technician Training Manual.
California State Dept. of Education, Sacramento.
PUB DATE- 85
NOTE- 150p.
AVAILABLE FROM- Publications Sales, California Dept. of Education, P.O. Box 271, Sacramento, CA 95802.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Career Education; Career Exploration; *Career Guidance; *Career Information Systems; Community Resources; Decision Making; Demonstration Programs; *Inservice Education; Job Search Methods; Occupational Information; *Paraprofessional Personnel; Secondary Education; Sex Fairness; State Curriculum Guides; Training Methods; Vocational Education
IDENTIFIERS- *California; Career Centers; *Career Technicians

Consisting of materials and strategies adapted from California's model projects for the training of career technicians, this document explains how to conduct inservice workshops for these paraprofessionals who provide services in career centers established in nearly all California secondary schools. Twelve training modules cover the following topics: (1) what a career center is; (2) career center management; (3) merchandising a career center; (4) evaluation strategies; (5) occupational information (two sections); (6) job search techniques; (7) decision-making skills; (8) personal assessment of students; (9) helping students with disabilities; (10) providing gender equity; and (11) the effective use of community resources. Each module includes workshop outcomes, a warm-up activity, the information to be presented to trainees, trainer strategies, an evaluation strategy, a time estimate, a list of resources, a list of other topics to consider, and materials such as worksheets, evaluation sheets, checklists, and questionnaires. (CML)

ED 322 399 CE 055 593

Ritz, John M.; And Others
Resources in Technology 4.
International Technology Education Association, Reston, VA.
PUB DATE- 87
NOTE- 69p.; For related volumes, see CE 055 590-595.
AVAILABLE FROM- International Technology Education Association, 1914 Association Drive, Reston, VA 22091-1502 ($6.50 members, $7.50 nonmembers; six-volume set: $35.00 members, $37.50 nonmembers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Ceramics; *Communications Satellites; Engineering Technology; Futures (of Society); *Industrial Arts; Learning Motivation; Occupational Information; Postsecondary Education; *Printing; Science and Society; Secondary Education; Teacher Influence; *Technological Advancement; Technological Literacy; *Transportation

This document--intended to help technology education teachers plan their classroom curriculum for secondary school and college students--contains units on satellite communication, the nature and properties of engineering materials, careers in technology, new developments in printing, composite materials, ceramics, ceramic materials, and personal rapid transit. The sociocultural impact of each of those topics and its relationship to the common elements of technological systems are covered in each unit. Units also typically include narrative information, line illustrations, photographs, a glossary of technical terms, an audiovisual aid, a construction activity, examples of how math and science can be used to support the students' construction activities and provide the motivation for students to make the connections between technical education and math and science, a student quiz, possible student outcomes, and references. (CML)

ED 322 413 CG 022 684

Hoyt, Kenneth B.
The Changing Face of the Workforce: 1986-2000--Setting Things Straight.
PUB DATE- 89
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Change; *Educational Needs; Employed Parents; Employed Women; Immigrants; *Labor Force; Minority Groups; Nontraditional Occupations; *Poverty; *Social Discrimination; Trend Analysis

This document presents some understandings of the total labor force and the total job market and suggests some basic interpretations of their meaning. It provides five clarifying statements regarding expected changes in the workforce between 1986 and 2000: (1) growth in the labor force does not necessarily mean growth in jobs; (2) it is unlikely that the new workers will get the new jobs; (3) replacement jobs in low paying occupations are likely for many new workforce members; (4) the total occupational society is not changing quickly; and (5) the changing workforce and the changing occupational structure are on a collision course. The seriousness of the problem from the standpoint of the changing workforce is then illustrated. A section on women discusses the changing characteristics of women workers, notes that most women continue in traditionally female occupations, explains how the earnings gap differences between women and men may be due to more than sex discrimination, and considers how the two-worker family requires changes in the home/family structure. A section on minorities notes that minority persons are disadvantaged both in educational settings and in the workforce. Other sections examine poverty and immigrants in the workforce. It is emphasized that the basic challenges in meeting the needs of the changing workforce in the years 1986-2000 include problems of discrimination, poverty, and educational preparation. It is concluded that priority must be given to providing equality in access to both educational and occupational opportunities. (NB)

ED 322 428 CG 022 700

Drug Abuse Resistance Education Act of 1990. House of Representatives, 101st Congress, 2d Session.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
REPORT NO.- 101-572
PUB DATE- 6 Jul 90
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - General (140)
DESCRIPTORS- Alcohol Abuse; *Drug Abuse; *Drug Education; Elementary Education; Elementary School Students; Federal Legislation; Financial Support; Prevention
IDENTIFIERS- *Drug Free Schools; *Drug Free Schools and Communities Act 1986

This document is a congressional report on the Drug Abuse Resistance Education Act of 1990, House of Representatives (H.R.) 5064 which requires the Secretary of Education to reserve $15 million from the appropriations made for the Drug Free Schools and Communities Act for grants to consortia of local educational agencies and other agencies to provide instruction to students in kindergarten through grade six that are designed to teach students to recognize and resist pressures that influence students to use illicit drugs or alcohol. The report notes that the Committee on Education and Labor was asked to amend the Drug-Free Schools and Communities Act of 1986 in H.R.5064 and reports favorably thereon. This report contains a section-by-section summary of the amendment with enacting clause of the bill and inserts the new text in italics. These topics are discussed: funding; committee consideration; need for the legislation; major provisions of the bill; oversight; cost estimate; committee estimate; and inflationary impact statement. Additional dissenting views on H.R.5064 by Bill Goodling and Tom Petri are included. (ABL)

ED 322 458 CG 022 731

Stubbs, Margaret L.
Body Talk for Parents of Girls.
Wellesley Coll., Mass. Center for Research on Women.
PUB DATE- 2
NOTE- 24p.; For related documents, see CG 022 730-733.
AVAILABLE FROM- Center for Research on Women, Wellesley College, Wellesley, MA 02181 (2 for $8.00, complete set $12.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Adolescents; *Females; *Interpersonal Communication; *Menstruation; *Parent Child Relationship; Peer Relationship; *Preadolescents
IDENTIFIERS- *Puberty

This pamphlet, targeted to girls' parents, discusses issues surrounding puberty. The introduction discusses cultural images of menstruation and girls' attitudes towards it. Suggestions are offered for discussing menstruation with one's daughter. Suggestions focus on timing of introducing the topic; which parent takes responsibility for menstrual education; examining one's own attitudes towards menstruation; worries and positive thoughts about daughter's development; what girls want to know; and the best approach to take and ways to facilitate communication. Father-daughter menstrual education and boys' menstrual education are also discussed. References are included and sources of information for early adolescents are listed. (ABL)

ED 322 516 CS 212 466

Laughlin, James S.
When Students Confront the Experts: Toward Critical Thinking in the Classroom.
PUB DATE- 23 Mar 90
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; Cognitive Development; *Critical Thinking; Essays; Higher Education; Teaching Methods; Thinking Skills; Undergraduate Students; *Writing Assignments; Writing Instruction
IDENTIFIERS- Knowledge Acquisition; Writing Functions
A sequence of four central essays on the topic of "experts" illustrates how students can develop the critical tools necessary to handle the flood of information that exists in a complex, expert-dominated world. The first essay begins with communication of shared knowledge and examination of assumptions. Students are asked to share with their classmates an area in which they might be said to have expertise in the form of specialized knowledge, training, or ability. The next essay assignment is to define expertise. Class discussion prepares students to write, and post-essay comments from class discussion are recorded on the chalkboard. At this point little movement has been made toward critical thinking, as the filled chalkboard seems to confirm students' basic assumptions about the topic. The central role of the instructor now is to problematize assumptions, conclusions, and generalizations through the posing of questions. This is followed by short writing assignments and small group work to develop new definitions regarding experts. The third essay assignment asks students to choose a person who is or might well be considered an expert by the general public, to interview this person and to write about the person's expertise. The final essay turns the students' attention on their immediate environment, in which they view critically relationships between teacher/expert and student/layperson. This assignment has an important effect on students' views of knowledge and knowledge acquisition. (KEH)

ED 322 546 CS 507 230

Hassencahl, Fran
The Status of Graduate/Undergraduate Courses Designed for Directors of Forensics Programs.
PUB DATE- 19 Apr 90

NOTE- 12p.; Paper presented at the Annual Meeting of the Eastern Communication Association (81st, Philadelphia, PA, April 19-22, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *College Programs; *Course Content; *Debate; Graduate Study; Higher Education; *Persuasive Discourse; *Public Speaking; Rhetorical Theory; Secondary Education; *Speech Curriculum
IDENTIFIERS- Debate Coaches; Debate Tournaments; *Speech Communication Education

This study examined the problem of a suspected decline in the number of schools offering courses in the coaching of high school and college forensics. A list of 127 schools offering graduate programs in the areas of rhetorical and communication theory, public address, and speech communication education was generated from the 1986-87 "Directory of Graduate Programs." Catalogues from the listed schools were examined for courses in the coaching and/or directing of junior-high, secondary or college-level forensics programs. Forty-three institutions were found to offer forensics-education courses. Forty course descriptions referred to either forensics, speech activities, and/or debate, and 17 of the courses were actually entitled "Directing Forensics." In addition, 43 schools offered graduate degrees in speech communication education; 11 offered doctorates. Descriptions of forensics direction courses tended to focus on such topics as directing programs, coaching skills, and administration, while there was little emphasis on tournament operation and judging. A prior study revealed a significant correlation between perceived training inadequacy and coaching satisfaction. A needs assessment would indicate whether present coursework addresses issues salient to the forensics community. (Two tables are included.) (SG)

ED 322 561 CS 507 249

McDowell, Earl E.
A Study of the Relationship between Willingness To Communicate and Preferred Conflict Strategy: Implications for Teaching Communication and Conflict.
PUB DATE- Jun 90
NOTE- 22p.; Paper presented at the Annual Meeting of the International Communication Association (40th, Dublin, Ireland, June 24-28, 1990). Printed on pale colored paper. Tables may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; *Age Differences; Analysis of Variance; Communication Research; Conflict; *Conflict Resolution; High Schools; *High School Students; *Interpersonal Communication; Problem Solving; *Sex Differences; Speech Communication
IDENTIFIERS- *Communication Behavior; *Conflict Management; Speech Communication Education

A study examined the communication and conflict strategizing of high school youth to determine the differences between biological sex groups and grade level groups. Data were collected from 217 senior high school students (79 males and 138 females; 162 10th-graders and 55 11th- and 12th-graders), all of whom were enrolled in a required course in interpersonal communication. Subjects were asked to rate the items on the Organizational Communication Conflict Instrument (OCCI) and the Unwillingness-To-Communicate (UWC) based upon their communication behaviors in various group exercises in the required communication course. Results indicated that significant difference occurred between biological sex groups in rating the solution-oriented and control dimensions of the OCCI and the reward dimensions of the UWC. Females tended to integrate arguments and offer tradeoffs to reach solutions while males tended to assert their opinions forcefully and prefer to assume control or dominate in arguments. Results also indicated that grade level was not a good discriminating variable. (Three tables of data are included; 17 references and an appendix containing the UWC and OCCI questions are attached.) (KEH)

ED 322 591 EA 022 092

Clough, Dick B.
Managing Conflict with Effective Communication Skills.
PUB DATE- Oct 87
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association of School Personnel Administrators (49th, San Diego, CA, October 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at... (150)
DESCRIPTORS- Administrator Effectiveness; *Communication Skills; *Conflict; *Conflict Resolution; Decision Making; Elementary Secondary Education; *Interpersonal Communication; *Personnel Management; Personnel Policy; *Problem Solving; Social Control; Social Problems

Conflict is a basic social process; there is no conceivable way of removing all conflict from an organization. Interpersonal conflict, often created by interdependency of people and tasks within an organization, lowers staff morale and employee productivity and drives people away. Difficult employees who foster conflicts fall into five distinct categories: attention seekers, control players, concealers, innovative malcontents, and revengers. It would seem that in any type of employee conflict, the administrator has a major decision to make in terms of ignoring the conflict or in intervening in it. While it is not an easy decision to make, the ability to decide properly is an important skill for a personnel administrator. In managing conflict, a key element is feedback, which can be used as an effective communication tool. Employee feedback allows the individual responsible for conflict management to have a certain degree of awareness of potential conflict sources within an organization; this is the first meaningful step toward both prevention and effective management of the conflict. In conclusion, conflict management--above all else--requires accomplished communication skills. Continued work on interpersonal communication skills will provide rich rewards for those responsible for personnel administration. (KM)

ED 322 605 EA 022 118

Aks, Robert G.
The Emergence of Human Resource Management as a Profession in the Public Schools.
PUB DATE- Feb 90
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association of School Administrators (San Francisco, CA, February 23-26, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Educational Innovation; Educational Planning; Elementary Secondary Education; Humanization; Human Resources; Labor Force Development; Needs Assessment; Organizational Objectives; *Personnel Management; Productivity; Professional Training; *Public Schools; School Administration; *School Restructuring; Training Objectives
Within the private sector, the human resource management perspective has replaced the traditional personnel management approach. A similar evolution within the educational community is necessary for implementation of successful school reforms. Presented in this paper are an overview of the transition from personnel management to human resource management in the business sphere, a discussion of school reform issues within a human resource management perspective, and recommendations for educational administration. School reform is characterized by two conflicting issues: empowerment and restructuring; and recruitment and retention. Utilization of human resource management principles is useful for achieving each of these goals. A recommendation is made for the inclusion of human resource specialists in key school district administrative positions. (8 references) (LMI)

ED 322 662 EC 231 848

Program Explanations: A Cooperative Effort between Special Education, Vocational Education, Vocational Rehabilitation, Eye Care Services.
Maine State Dept. of Educational and Cultural Services, Augusta.; University of Southern Maine, Portland. Human Services Development Inst.
PUB DATE- Oct 87
NOTE- 26p.; For a related document, see EC 231 849.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Agency Cooperation; *Cooperative Planning; Delivery Systems; *Disabilities; Elementary Secondary Education; Health Services; Institutional Cooperation; *Optometry; Special Education; *Vocational Education; *Vocational Rehabilitation
IDENTIFIERS- *Maine

Explanations are provided about Maine's special education, vocational education, vocational rehabilitation, and eye care programs and services, to assist teachers and counselors to understand better the mission, eligibility requirements, and service resources each brings to the planning process for students with handicaps. The guidelines were developed to assist local personnel in designing their own improvement process through local policies and procedures. The first chapter outlines the benefits of collaboration among various services to prepare students for a successful and independent post-school life, and describes the voluntary, democratic nature of collaboration. Separate chapters then focus on Maine's Vocational Rehabilitation program, Division of Eye Care Education, Division of Special Education, and Secondary Vocational Education. For each service, the following aspects are described: mission, referral process, eligibility, programs and services, planning with the student, and closure. (JDD)

ED 322 677 EC 231 865

Berney, Tomi D.; Lista, Carlos A.
Project Recurso, 1988-89. Evaluation Section Report and Executive Summary. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Mar 90
NOTE- 34p.
GRANT- G00852035
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education; *Disabilities; Elementary Education; *English (Second Language); Hispanic Americans; Inservice Teacher Education; *Limited English Speaking; Parent Education; Parent Participation; *Program Evaluation; *Spanish Speaking

IDENTIFIERS- New York City Board of Education; Project Recurso NY
Project Recurso, funded through Title VII of the Elementary and Secondary Education Act, was implemented at 12 elementary schools under the aegis of the Office of Bilingual Services, Division of Special Education of the New York City Board of Education. The project provided instructional services to 321 special education Spanish-speaking students of limited English proficiency. Project Recurso also provided staff development for 43 teachers and 360 School Based Support Team members, and it provided the parents of participating students with information on special education and classes in English as a Second Language. The project met its objectives in mathematics, teacher and support team development, and parent involvement. It did not meet its objectives in science and social studies. Data were not sufficient to evaluate students' attainment of English language skills. The evaluation report includes two recommendations: provide principals with information related to project activities and goals in order to improve communication between project and school administrators, and improve data collection procedures. (JDD)

ED 322 290 CE 055 169

REEP/Hotel Workplace Literacy Project. Final Performance. October 1, 1988-March 31, 1990.
Arlington County Public Schools, Va.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE- Jun 90
NOTE- 17p.; For the evaluation report, see CE 055 170.
GRANT- V198A80135
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Adult Basic Education; Adult Vocational Education; Basic Skills; Community Programs; Competency Based Education; Cooperative Programs; Daily Living Skills; Educational Objectives; *Education Work Relationship; *English (Second Language); Food Service; *Functional Literacy; *Hospitality Occupations; Integrated Curriculum; Labor Force Development; Language Proficiency; Limited English Speaking; Literacy Education; Occupational Information; *School Business Relationship
IDENTIFIERS- *Virginia (Arlington); *Workplace Literacy

A 1-year workplace literacy program was a joint effort of the Chamber of Commerce, public schools, and seven hotels in Arlington, Virginia. Participants were employees with limited English proficiency. The project resulted in the production of a manual, a video, curricula for housekeeping and food and beverage workers, curricula for more advanced hotel employees, and a set of six interactive audio computer-assisted lessons. A total of 230 employees enrolled in 26 classes. Eighty-six percent of those who completed the classes demonstrated improvement in communication skills as indicated by supervisors. (CML)

ED 322 356 CE 055 478

Pre-Employment Competencies Resource Guide. Revised.
Alaska State Dept. of Education, Juneau. Div. of Adult and Vocational Education.
PUB DATE- 87
NOTE- 214p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Career Awareness; Career Choice; Career Development; Competency Based Education; Daily Living Skills; Educational Objectives; *Employment Potential; Interpersonal Communication; Job Search Methods; Labor Market; *Occupational Information; Out of School Youth; *Prevocational Education; Productivity; *Self Evaluation (Individuals); Vocational Education; *Vocational Maturity; Work Experience Programs
IDENTIFIERS- *Job Training Partnership Act 1982

This resource guide is intended to assist local vocational education service providers in implementing preemployment competencies as a focused portion of a local vocational education curriculum. Section 1 explains the Job Training Partnership Act (JTPA) Competency System. The four competency areas--career decision making, life and work management, getting a job, and work maturity--and specific competencies are charted. Career decision making includes self-assessment, career awareness, labor market information, and career choice. Life and work management includes managing personal responsibility, solving problems, and coping. Getting a job includes job seeking, contact skills, resumes and applications, and interviewing. Work maturity includes dependability and reliability, communication skills, personal relations, initiative and productivity, and worker rights. Section 2 outlines specific examples of how an agency can design and implement a system. Section 3 explains each competency area in detail, provides suggested methods of assessment and minimum certifications, and includes specific activity plans to use with students. Section 4 lists 16 resources and local JTPA contacts in Alaska. A 62-item objective test, covering the four areas of the preemployment competencies program, is included, with a sample answer sheet and an answer key. (CML)

ED 322 385 CE 055 575

Boser, Richard A.; Hill, Colleen
Curriculum Development and the Process of Change.
PUB DATE- Apr 90
NOTE- 21p.; Paper presented at the Annual Conference of the International Technology Education Association (Indianapolis, IN, April 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change; *Change Strategies; *Curriculum Development; Educational Change; Educational Improvement; Global Approach; International Education; Models; *Organizational Change; Postsecondary Education; *Resistance to Change; Secondary Education; *Technological Advancement
IDENTIFIERS- *Canada
This document considers the curriculum development process as interrelated with the process of change and emphasizes the need to integrate an international perspective into the curriculum development process. It explores: (1) technological change and an international perspective on curriculum; (2) Armstrong's seven-stage model of the tasks that are representative of many generic curriculum development models; (3) Rogers' five-step model of the change process in organizations; (4) the Armstrong and Rogers models as complementary in affecting change; and (5) how curriculum development and the process of change are being managed in five Canadian provinces (British Columbia, Alberta, Saskatchewan, Manitoba, and Ontario). The document includes 15 references, 3 tables, and a figure. (CML)

ED 322 443 CG 022 715

Fenzel, L. Mickey
The Prediction of Intrinsic Motivation among Early Adolescents: A Mediational Model Involving Self-Esteem and Strain.
PUB DATE- Mar 90

NOTE- 17p.; Poster presented at the Biennial Meeting of the Society for Research on Adolescence (3rd, Atlanta, GA, March 22-25, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Environment; *Grade 7; Junior High Schools; *Junior High School Students; Middle Schools; Models; *Self Esteem; *Self Motivation; *Stress Variables

Maintaining an intrinsic motivation for school work is considered to be an important element in keeping adolescents in school and out of trouble. Recent research has begun to study factors that contribute to the development of an intrinsic interest in school learning. Two such important factors are self-esteem and the stressfulness of the school environment. The study reported in this paper tested a model that hypothesizes that intrinsic motivation is affected directly by perceived strain related to school and self-esteem. In addition, it is hypothesized that self-esteem mediates the effect of strain on intrinsic motivation. Intrinsic motivation is operationalized as a preference for academic challenge, high curiosity in school work, and an independent approach to mastery of the academic environment. Results from 84 seventh-grade middle school students provided strong support for the hypothesized model. The clear associations among strain, self-esteem, and intrinsic motivation suggest that a middle school environment that minimizes strain and enhances early adolescent self-esteem can increase a student's motivation to learn and may reap additional benefits of reducing dropout rates and promoting lifelong learning. (Author)

ED 322 473 CS 010 165

Winn, Deanna D.; Mitchell, Judith P.
The Role of Staff Development in the Improvement of Reading Instruction.
PUB DATE- Feb 90
NOTE- 16p.; Paper presented at the Annual Southwest Regional Conference of the International Reading Association (Albuquerque, NM, February 8-10, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; Elementary Secondary Education; *Inservice Teacher Education; *Instructional Effectiveness; Models; *Reading Instruction; Reading Strategies; *Staff Development; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- Semantic Feature Analysis
More is known about the effective teaching of reading than is reflected in classroom practice. The critical link in the chain from research findings to classroom practices is staff development. A staff development model was designed, based upon the notions that change is a gradual and difficult process for teachers; that teachers vary widely in the competencies and readiness to learn; that a relationship should exist between staff development and school goals; that teachers are involved in identifying, planning, and providing staff development; and that effective staff development uses the best of what we know about effective teaching. The model used a direct instructional approach involving six steps: (1) theory presentation; (2) demonstration; (3) guided practice; (4) classroom practice; (5) feedback; and (6) coaching. A reading strategy, Semantic Feature Analysis, is used to demonstrate application of the staff development model. (One table of data is included.) (SR)

ED 322 502 CS 212 424

Garfield, Jo
Virus Infects Comp 101 At Southerland Institute.
PUB DATE- Jul 90
NOTE- 14p.; Paper presented at the Conference on Rhetoric and the Teaching of Writing (Indiana, PA, July 10-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Discourse Modes; *Freshman Composition; Higher Education; Instructional Innovation; Rhetoric; Rhetorical Theory; Teaching Methods; Writing Instruction; Writing Processes; Writing Teachers; Writing Workshops
IDENTIFIERS- Writing Conferences; Writing Development; Writing Groups At Southerland Institute (a pseudonym), in spite of the teacher's strong statements in favor of encouraging students to think for themselves and to work together, the writing program Southerland's teachers outline is formulaic with its required modes, prescribed five-paragraph-like essay form, and bell-curve grading practices. A new rhetorician (as a "good" virus) needs to work from within to change the program. Southerland's freshman writing program provides at least seven doors for effecting change: (1) initiating dialogue through the first essay; (2) using peer groups; (3) workshopping; (4) treating the essays like "daily work"; (5) keeping logs; (6) conferencing; and (7) writing comments on students' papers. Some traditionalists may be surprised that modern rhetoricians show much interest in form. Modernists believe, however, that student papers should demonstrate that good thinking creates its own forms and avoids borrowing them. (MG)

ED 322 531 CS 212 481

Dodson, Charles Brooks
"The Word Is Not The Thing": Teaching General Semantics to Undergraduates.

PUB DATE- Apr 88
NOTE- 9p.; Paper presented at the Annual Meeting of the College English Association (New Orleans, LA, April 14-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Content; *Course Descriptions; Course Objectives; Discourse Analysis; Higher Education; *Language Role; *Semantics; Student Journals; Teaching Guides; *Undergraduate Students
IDENTIFIERS- *General Semantics Paradigm (Korzybski)
A course in general semantics has as its primary aim to help students become aware of the interactions between words, perceptions, and behavior, and particularly how language both affects and effects belief and even action. Students are encouraged not only to be more responsive to language, but also to become more skillful users of language themselves, through class discussion (lectures are seldom used in the course), small group discussion, and the writing of papers and journal entries that measure textbook concepts against their own observation and extensional experience. The primary text used in the course is S. I. Hayakawa's "Language in Thought and Action," chosen for its myriad of down-to-earth examples of principles and concepts, and for the many useful "Applications" which end each chapter. It is supplemented by a book of readings about language--MacKillop and Cross's "Speaking of Words." This book is particularly useful in providing essays for three topics which are major units in the course: slanting; racist and sexist language; and the language of advertising. Formal requirements in the course include two papers and two exams, as well as the journal writing previously mentioned, which includes freewriting to specific assigned topics and "paste-ins" (items gathered by the students and pasted into their journals which represent "real world" examples of the concepts, principles, and topics covered in the course). Judging by positive formal course evaluations and by solid enrollments, the course is very successful. (SR)

ED 322 634 EA 022 161

Lortie, Dan C.; Kemmerer, Frances, Ed.
Overlooked Aspects in the Study of School Policy: The Importance of District Organization. Proceedings of the New York Education Policy Seminar.

State Univ. of New York, Albany. Nelson A. Rockefeller Inst. of Government.
PUB DATE- Nov 87
NOTE- 39p.
AVAILABLE FROM- Publications, The Nelson A. Rockefeller Institute of Government, 411 State Street, Albany, NY 12203 ($3.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Administrative Organization; Boards of Education; Centralization; Decision Making; Elementary Secondary Education; Governance; Organizational Change; *Organizational Effectiveness; *Power Structure; Public Policy; *Public Schools; Resistance to Change; *School Districts; School Organization; School Restructuring; *Social Structure

Issues related to the authority structures governing local public school districts are presented in this volume, which includes a paper and three discussant comments. The thesis of the main paper is that school organization affects the outcomes of public schools. The relationship between features of the formal authority structure to central reform issues, such as recruitment and retention of faculty, quality of decision making, resistance to change, and accountability, are examined. Discussant articles question whether the legal authority structure of school districts is the operable structure. Pointing to the de facto reduction of school board powers, the first discussant article concludes that if power is centralized, it occurs at the state, not district, level. The second article differentiates between formal authority structures and actual power, whether formal or informal. A conclusion is that organizational change based on formal distribution of power and authority has been ineffective because it has failed to address socioeconomic constraints on decision making. The last article questions whether all districts share the same structure and argues that change may have been ineffective because the actual distribution of power in school districts may already be efficient. A bibliography of 29 items accompanies the main paper. (LMI)

ED 322 648 EA 022 208

Horn, Robin; And Others
Time Allocation Patterns of Teachers in Public and Private Schools: 1984-86. Survey Report.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-CS-89-104
PUB DATE- Jul 89
NOTE- 69p.; Data Series SP-PUP-84/85-5.3.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- *Behavior Patterns; Comparative Analysis; Elementary Secondary Education; Outcomes of Education; *Private Schools; *Public Schools; *Teacher Effectiveness; *Teachers; *Time Management

Recent studies have reported that private schools surpass public schools on numerous educational outcome measures. Analysts have suggested that differences between teachers in public and private schools partly account for the measured success of private schools. This report investigates these differences in terms of teacher time allocation patterns. Specifically, the report asks if public school teachers spend more or less time than private school teachers in classroom teaching, planning and evaluation, extracurricular supervision, or other student-related activities. The report also examines whether differences in teachers' time allocation depend upon demographic, educational, or teaching experience factors, or on school characteristics such as school size or regional location. The study analyzed data from "The Public School Survey of 1984-85" and "The 1985-86 National Survey of Private Schools," using descriptive analysis and multiple regression techniques. The typical full-time teacher spends approximately 50 hours weekly on classroom and nonclassroom school-related activities, with roughly one-half of this time spent in the classroom. The remaining 25 hours are distributed across the other activity categories, with the largest proportion (60 percent) allocated to planning and evaluation activities. For all teachers, there are no significant differences in time usage between public and private school teachers among the activity categories shown. Within each instructional level, some public-private differences do emerge. These and other results are summarized and displayed in numerous tables and appendices. (MLH)

ED 322 328 CE 055 411

1990 ABLE Curriculum Guide. Final Report.
Royce and Royce, Lancaster, PA.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 90
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Adult Students; Citations (References); Curriculum Guides; Educational Resources; English (Second Language); *High School Equivalency Programs; Instructional Material Evaluation; *Instructional Materials; Learning Activities; Literacy Education; Mathematics Instruction; Program Content; *Program Descriptions; Reading Instruction; Reading Materials; Resources; Second Language Instruction
IDENTIFIERS- *General Educational Development Tests; Pennsylvania; *Workplace Literacy

This guide contains an annotated bibliography of 107 resources for: (1) Basic 0-4; (2) Adult Basic Education; (3) English as a Second Language; (4) pre-General Educational Development Test; (5) General Educational Development Test; and (6) workplace programs published since 1986. It also contains a listing of job-specific workplace curriculum and exemplary special projects funded by the Pennsylvania Department of Education's Division of Adult Basic and Literacy Education (ABLE) programs between 1987 and 1989. Resources and projects were selected by a panel of six adult educators with outstanding records in curriculum/staff development and program management, who reviewed more than 300 resources supplied by publishers of ABLE materials. Resource listings are arranged alphabetically in each of the six categories. Each listing consists of title of resource, publishers, author(s), audience, price, date of publication, class usage, reading level, subject, appropriateness for independent study and/or instructor use, subtopics, special features, components, computer requirements, review source, and a brief description of the resource. Special project listings consist of title, area, publication or completion date, issue, adult education number from Pennsylvania's clearinghouse AdvancE, projector director, organization name, address, and telephone number, audience, subarea, components, panel review, project cost, and a brief description of the project. Appendix A provides publishers' addresses. An index arranged alphabetically by publisher is included. (KC)

ED 322 342 CE 055 451

Working Smart. The Los Angeles Unified School District Workplace Literacy Project. Performance Modules. Communication Modules, Manual/Workbook. Computational Modules, Manual/Workbook.
Los Angeles Unified School District, CA. Div. of Adult and Occupational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE- Jun 90
NOTE- 405p.; For related documents, see CE 055 450-452.
GRANT- V198A80211
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Basic Skills; *Communication Skills; Competency Based Education; Courseware; Dining Facilities; Educational Objectives; Entry Workers; Food Service; *Functional Literacy; *Hospitality Occupations; Hotels; Job Training; Labor Force Development; Literacy Education; Mathematical Applications; Mathematics Skills; Occupational Information; Pretests Posttests; School Business Relationship; Videodisks
IDENTIFIERS- California (Los Angeles); Cashiers; *Customer Service Occupations; *Workplace Literacy

This document consists of performance, computational, and communication modules used by the Working Smart workplace literacy project, a project conducted for the hotel and food industry in the Los Angeles area by a public school district and several profit and nonprofit companies. Literacy instruction was merged with job requirements of the customer service job classifications. The performance modules cover: (1) preparing the work area, including cleaning the work area and stocking supplies; (2) serving the customer, including greeting the customer, taking the order, processing the order, and completing the order; and (3) cashiering, including setting up a cash drawer, ringing up sales, and checking out at the end of a shift. A worksheet that accompanies each performance module identifies duties and tasks, tools and equipment to be used, references and resources, criteria for successful completion, a description of the pretest, learner activities, teacher activities, materials needed, and prerequisite instruction. The communication modules cover reading comprehension, writing business correspondence, speaking, completing forms, asking questions, taking notes, and using appropriate nonverbal communication. The computational modules cover reading, writing, adding, subtracting, and multiplying whole numbers; reading, writing, rounding, subtracting, and multiplying decimals; reading and writing percents; computing discounts, markup, tax, commission, and interest; using a calculator; and estimating. The communication and computational modules contain pretests, instruction, practice, posttests, and notes for the instructor. (CML)

ED 322 371 CE 055 525

Van Buren Intermediate School District. Common Threads for the Future. Michigan Exemplary Career Guidance Programs.
Van Buren Intermediate School District, Lawrence, MI.; Western Michigan Univ., Kalamazoo.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.
PUB DATE- 89
NOTE- 273p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Choice; *Career Development; Career Education; *Career Planning; Course Content, Curriculum Guides; Decision Making; *Decision Making Skills; Educational Resources; Junior High Schools; *Learning Activities; Occupational Clusters; Occupational Information; *Problem Solving; Program Implementation; School Guidance
IDENTIFIERS- *Van Buren Intermediate School District MI
The Van Buren Intermediate School District in Michigan has

developed a comprehensive guidance program that has been adopted by a number of school districts in the state. The Van Buren model is designed to teach all youth and adults the career development skills of information gathering, decision making, planning, and placement. This document contains information for teachers, counselors, and administrators on implementing the Van Buren guidance program, including an overview of the materials used and examples of the materials in use. The bulk of the document is made up of the student text, "The Formula for Your Future," which is a 1- to 2-week unit that teaches problem-solving skills to students. The skills are applied to a variety of living, working, and learning situations. The program is to be taught to eighth or ninth graders in a classroom setting. The instructor's overview is followed by "Car Problems," a student text that simulates problem solving. Next is "Work Worries," which includes information and activities related to career choice and occupational clusters. A student workbook accompanying this text measures career planning progress. The final section, "Educational Dilemmas," explores educational options related to careers. (KC)

ED 322 429 CG 022 701

Anti-Drug Education Act of 1990. House of Representatives, 101st Congress, 2d Session.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
REPORT NO.- 101-573
PUB DATE- 6 Jul 90
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - General (140)
DESCRIPTORS- Alcohol Abuse; Drug Abuse; *Drug Education; Elementary School Students; Elementary Secondary Education; Federal Legislation; Financial Support; Law Enforcement; *Prevention; *School Counseling; School Security; Secondary School Students
IDENTIFIERS- Congress 101st; *Drug Free Schools; Drug Free Schools and Communities Act 1986

This document is a congressional report on the Anti-Drug Education Act of 1990, House of Representatives (H.R.) 5124 which enhances current Federal efforts to prevent and eliminate drug abuse among American youth by expanding and improving drug abuse education, prevention and counseling services, and by providing positive alternative activities to drug use and abuse. It is noted that the bill will also improve security for students and provide incentives for more Americans to choose law enforcement as a career. This report contains a section-by-section summary of the amendment in addition to the enacting clause of the bill. The new text is inserted in italics. These topics are discussed: funding; committee consideration; need for the legislation; major provisions of the bill, including replication of successful drug abuse education programs, support of school-based counseling programs, support of school-based and recreational activities, ensuring the safety of students, and police recruitment; oversight; cost estimate; committee estimate; and inflationary impact statement. Additional dissenting views by William F. Goodling and Thomas E. Petri are included. (ABL)

ED 322 459 CG 022 732

Stubbs, Margaret L.
Body Talk for Boys Growing Up.
Wellesley Coll., Mass. Center for Research on Women.
PUB DATE- 2
NOTE- 24p.; For related documents, see CG 022 730-733.
AVAILABLE FROM- Center for Research on Women, Wellesley College, Wellesley, MA 02181 (2 for $8.00, complete set $12.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Adolescents; *Interpersonal Communication; *Males; *Menstruation; Parent Child Relationship; Peer Relationship; *Preadolescents
IDENTIFIERS- *Puberty
This pamphlet, targeted to boys, discusses issues surrounding puberty. The introduction describes the reaction of parents' to their children's process of growing up, as well as the reaction of other boys and girls to the physical changes of puberty. Physical changes that happen during puberty for girls and boys are listed. Books for boys on puberty are listed. Methods of obtaining these books are described, including purchasing them from a bookstore, taking them out of a library, and ordering them from a publisher. Suggestions are provided for how boys can talk to their parents about puberty. Suggestions range from thinking about picking a good time and place to talk to writing as an alternative to talking to parents. Specific information about menstruation is provided. Topics covered include timing and duration of menstruation and

girls' and boys' reactions to menstruation. (ABL)

ED 322 488 CS 010 192

Tobia, Susan; Howard, Joseph
How To Strengthen a Faculty Development Program: Before, During, and After.
PUB DATE- 9 May 90
NOTE- 36p.; Paper presented at the Annual Meeting of the International Reading Association (35th, Atlanta, GA, May 6-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Content Area Reading; Critical Reading; *Faculty Development; Higher Education; *Inservice Teacher Education; *Institutes (Training Programs); Learning Strategies; Program Descriptions; Study Skills; *Teacher Improvement; Teaching Methods; Two Year Colleges; *Writing Skills
IDENTIFIERS- Community College of Philadelphia PA
In the early summer of 1988, 12 faculty members from 7 different departments of the Community College of Philadelphia participated in a faculty development program called the Summer Content Institute. The faculty members chose to take part because each wanted to revise a course which would be taught in the fall and to integrate into this course instructional strategies to enrich critical reading and writing. The institute was conducted like a seminar, meeting three days a week, four hours a day, for seven weeks. During these sessions, the participants were presented with selected instructional strategies to improve reading and writing

skills of their students; became acquainted with the relevant research; were guided into a reconsideration of the goals of their courses; reviewed the course curricula they had revised; and were guided as they tried out some of the activities they developed. While this took a good deal of time and effort, the organizers of the institute came to realize that the activities which preceded and followed the series of meetings were also important and crucial to the success of the whole project. (Ten tables consisting of seminar materials are included; 29 references are attached.) (RS)

ED 322 576 EA 022 027

Roddy, Henry L.
Reaching Out to Students at Risk of School Failure.
PUB DATE- Feb 90
NOTE- 19p.; Paper presented at the Annual Meeting of the American Association of School Administrators (San Francisco, CA, February 23-26, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Failure; Dropout Prevention; Elementary Secondary Education; Helping Relationship; *High Risk Students; *High School Students; *Intervention; Potential Dropouts
Representing a school-based intervention strategy, the plan presented within this document was designed to help build a student's self-concept and to provide positive interactions between a student having difficulty succeeding at school and school personnel. While the plan is not intended to be a recipe for success with at risk students, it does serve as an example of how local school personnel with appropriate training can, with little or no significant cost, set in motion activities to help students perceive school as a place where they can belong and succeed. The program suggested in the document identifies school children at

risk of school failure as a result of school and/or individual problems; corrects some common misconceptions about children at risk; offers a list of signs to aid in the diagnosis of at risk behaviors; and outlines at risk intervention procedures for school personnel. This program is a planned attempt to make the local school more caring and supportive of students who appear to experience difficulty in the school environment. (KM)

ED 322 620 EA 022 136

Osterman, Karen F.
Lessons from Practice: Building a Knowledge Base from Experience.
PUB DATE- 90
NOTE- 25p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Rockport, ME, May 2-4, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Effectiveness; Administrator Evaluation; *Case Records; *Case Studies; Elementary Secondary Education; Qualitative Research; Research Methodology; Research Utilization; Supervisory Methods; *Theory Practice Relationship
An assessment of the usefulness of case records in contributing practical information for improved administrator effectiveness, with a focus on the development of performance evaluation criteria, is the purpose of this study. Forty-two case records were classified according to content and outcome, and further classified as successful or unsuccessful. Patterns of administrative behavior were analyzed on the basis of control relationships, communication styles, and utilization of structural or human resources in problem resolution. Successful cases were characterized by shared responsibility, participative decision making, and utilization of structural and human resources. Unsuccessful cases featured less communication and decision making based on structural considerations. The cases illustrate the importance of collaboration, communication, and attention to personal issues in problem solving. Finally, the findings demonstrate that case records are useful in developing performance criteria, establishing a link between theory and practice, illustrating theoretical concepts, and defining a new role for practitioners as research contributors generating new "knowledge-in-action." (14 references) (LMI)

ED 322 663 EC 231 849

Cooperative Agreement among the Department of Human Services, Bureau of Rehabilitation, and the Department of Education & Cultural Services, Bureau of Adult and Secondary Vocational Education, and the Division of Special Education Maine .

Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Adult and Secondary Vocational Education.; Maine State Dept. of Educational and Cultural Services, Augusta. Div. of Special Education.; Maine State Dept. of Human Services, Augusta. Bureau of Rehabilitation.

PUB DATE- 89

NOTE- 12p.; For a related document, see EC 231 848.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Agency Cooperation; *Cooperative Planning; Delivery Systems; *Disabilities; Elementary Secondary Education; Health Services; *Optometry; Program Development; Referral; Special Education; *Vocational Education; *Vocational Rehabilitation

IDENTIFIERS- Maine

In this cooperative agreement, Maine's Division of Special Education, Bureau of Adult and Secondary Vocational Education, and Bureau of Rehabilitation (including the Vocational Rehabilitation Program and the Division of Eye Care) document their intent to develop collaboratively programs to provide educational, vocational, occupational, supportive, and job placement services for students with handicaps. The three agencies agree to work together to provide technical assistance to school administrative units, to assure that all students with handicaps receive appropriate services, and to assure that the rights of persons with handicaps are protected in compliance with Title V of the Rehabilitation Act of 1973 as amended. The cooperative agreement document covers cooperative planning and funding on state and local levels, individual student planning, referral guidelines for each agency, services, confidentiality, due process, local implementation, and joint evaluation and follow-up of the agreement. (JDD)

ED 322 678 EC 231 866

Berney, Tomi D.; Velasquez, Clara
Project COMPUOCC.LEP, 1988-89. Evaluation Section Report and Executive Summary. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Mar 90
NOTE- 26p.
GRANT- G008635370
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education; Career Education; Computer Assisted Instruction; Consultation Programs; *Curriculum Development; *Disabilities; *English (Second Language); Hispanic Americans; Intermediate Grades; Junior High Schools; Language Arts; *Limited English Speaking; Native Language Instruction; Parent Participation; Spanish Speaking; Technical Assistance; Writing Instruction
IDENTIFIERS- New York City Board of Education; Project COMPUOCC LEP NY

Project COMPUOCC.LEP, a Title VII-funded program of instructional and support services, served 400 Hispanic students of limited English proficiency with special handicapping conditions. It also served 36 special education teachers at 14 Bronx (New York) intermediate and junior high schools, offering on-site technical assistance in curriculum development, occupational and vocational instruction, and computer-assisted instruction. The project used computers to teach writing and career education skills, and provided students with supplementary English-as-a-Second-Language (ESL) and Native Language Arts instruction at the project's learning centers. The project's non-instructional component consisted of staff and curriculum development as well as activities to involve parents. The project met its computer-assisted instruction, career education, and staff development objectives, partially met its curriculum development objectives, but failed to meet its ESL or parental involvement objectives. It did not provide sufficient data for assessing the Native Language Arts objective. This evaluation report describes the evaluation methodology, analyzes the qualitative and quantitative findings, and offers conclusions and recommendations. (JDD)

ED 322 315 CE 055 298

Faraday, Sally; Harris, Richard
Learning Support. Resources Section.
Further Education Unit, London (England).; Skill: National Bureau of Students with Disabilities, London (England).; Training Agency, London (England).
PUB DATE- 89
NOTE- 23p.; In: Learning Support. A Staff Development Resource Pack for Those Working with Learners Who Have Special Needs; see CE 055 287.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Case Studies; Continuing Education; Educational Improvement; Foreign Countries; Individual Needs; *Inservice Teacher Education; Mainstreaming; Postsecondary Education; *Special Needs Students; *Staff Development; Training
IDENTIFIERS- *Great Britain
This document contains 12 case studies to be used for reference with the 9 modules in this resource pack designed to help trainers and postsecondary and continuing education staff meet the needs of special needs students in Great Britain. Each case study is about a single special needs learner and contains general, educational, social, and vocational information about him or her. (CML)

ED 322 291 CE 055 170

Peterson, Morris
Arlington County Public Schools, Va.
REEP/Hotel Workplace Literacy Project. Evaluation Report. 1988-1990 Grant Period.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE- Jun 90

NOTE- 47p.; For the project's final performance report, see CE 055 169.
GRANT- V198A80135
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Adult Basic Education; Adult Vocational Education; Basic Skills; Community Programs; Competency Based Education; Cooperative Programs; Daily Living Skills; Educational Objectives; *Education Work Relationship; *English (Second Language); Food Service; *Functional Literacy; *Hospitality Occupations; Integrated Curriculum; Labor Force Development; Language Proficiency; Limited English Speaking; Literacy Education; Occupational Information; *School Business Relationship
IDENTIFIERS- *Virginia (Arlington); *Workplace Literacy
The Arlington Education and Employment Program (REEP)/Hotel Workplace Literacy Project served 230 functionally illiterate adults working in hotels and a real estate maintenance firm in Virginia. Job-related English and math, citizenship preparation, and work awareness instruction was provided. An evaluation found that: (1) the project effectively addressed the needs of employees with limited proficiency in English who were in great need of literacy training; (2) trainees' abilities in math were also very limited; (3) both quantitative and qualitative measures of employee performance indicated the project was successful; (4) the most positive project impact was on employee morale and overall performance; (5) the project partnership between the Chamber of Commerce, public schools, and hotels in Arlington, Virginia, was successful; and (6) most supervisors reported that productivity and efficiency increased and that safety improved. Reliable longitudinal data on employee turnover were not available. The project learning center was considered a model operation. (The document contains 22 figures.) (CML)

ED 322 386 CE 055 576

Parker, David
Maturing Assets: Education and the Older Unemployed.
National Inst. of Adult Continuing Education, Leicester (England).
SPONS. AGENCY- Department of Education and Science, London (England).; Training Agency, London (England).
PUB DATE- 89
NOTE- 45p.; A publication of the REPLAN Programme. For related documents, see CE 055 577-581.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Adult Education; Counseling Services; Dislocated Workers; Early Retirement; *Educational Opportunities; *Education Work Relationship; Employment Potential; Foreign Countries; Marketing; *Older Adults; Planning; Program Evaluation; *Program Implementation; Staff Development; Student Recruitment; *Unemployment
IDENTIFIERS- *United Kingdom

The aging of the population of the United Kingdom has occurred at the same time as the greatest increase in unemployment since the 1930s. The older unemployed are likely to have longer periods without work than younger people. For many, loss of a job has meant enforced early retirement and a lower than anticipated income in later life. The U.K. does not have legislation similar to the prohibition of age discrimination in employment in the United States. The older unemployed are largely absent from education and training. Helping to meet the continuing education and training needs of adults offers colleges and others involved in adult education an important opportunity. There is a need to recognize the diversity of the older unemployed as well as questions of gender, race, and class. The institutions that seek to meet the educational needs of adults are diverse as well. People should be empowered to take part in and have control over their learning; the planning of education is, therefore, a two-way process. Five main objectives for education for the unemployed are employability, coping, context, leisure, and opportunity creation. Issues in planning educational programs include market research, recruitment, program content, program delivery, counseling and guidance for students, staff development, organizational policy issues, and evaluation. Case studies of City College and Sandown College in Liverpool and horticultural and business enterprise training in Northumberland are included, along with a 15-item bibliography. (CML)

ED 322 400 CE 055 594

Ritz, John M.; And Others
Resources in Technology 5.
International Technology Education Association, Reston, VA.
PUB DATE- 88
NOTE- 69p.; For related volumes, see CE 055 590-595.
AVAILABLE FROM- International Technology Education Association, 1914 Association Drive, Reston, VA 22091-1502 ($6.50 members, $7.50 nonmembers; six-volume set: $35.00 members, $37.50 nonmembers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Decision Making; Futures (of Society); Industrial Arts; Postsecondary Education; *Problem Solving; Resources; *Science and Society; Secondary Education; *Systems Analysis; *Systems Approach; *Technological Advancement; *Technological Literacy

This document--intended to help technology education teachers plan their classroom curriculum for secondary school and college students--contains units on getting to know technology; problem solving; systems and subsystems; how technology affects people and the environment; controlling technological systems; how resources are processed by technological systems; problem-solving tools; and the impact of technology, including the choices and decisions it necessitates. The sociocultural impact of each of those topics and its relationship to the common elements of technological systems are covered in each unit. Units also typically include narrative information, line illustrations, photographs, a constructional activity, examples of how math and science can be used to support the students' constructional activities and provide the motivation for students to make the connections between technical education and math and science, a student quiz, possible student outcomes, and references. (CML)

ED 322 414 CG 022 685

Hoyt, Kenneth B.
The Changing Face of the Workplace: 1986-2000.
PUB DATE- 88
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Development; *Change; *Educational Needs; *Education Work Relationship; *Employment Opportunities; Trend Analysis; *Work Environment
This document attempts to draw attention to the kinds of baseline data required for drawing conclusions regarding the changing workplace, to illustrate use of key Department of Labor (DOL) documents in searching for answers to some changing workplace questions, and to correct some common myths regarding education/work relationships predicted to exist by the year 2000. It notes that career development professionals need to know how to determine if a particular statistic is accurate and how data should be interpreted. The DOL is identified as the most reliable source of data on the changing workforce and the changing workplace. Four DOL publications that are especially important data resources are noted: the Occupational Outlook Handbook, Occupational Projections and Training Data, Occupational Outlook Quarterly, and the Monthly Labor Review. Basic ways to examine and discuss occupational change are presented, and information is given on the fastest growing occupations and the occupations predicted to add the most new jobs during the years 1986-2000. Other data are used to examine the amount of education that will be needed to qualify for jobs in the years 1986-2000. In connection with this education/work relationship controversy is a section on high school vocational education and the changing workplace. Additional topics to be addressed are listed. (NB)

ED 322 444 CG 022 716

Walker, Lynn S.; Van Slyke, Deborah A.
Illness Behavior and Social Competence in Adolescents.
PUB DATE- Mar 90
NOTE- 6p.; Poster presented at the Biennial Meeting of the Society for Research on Adolescence (3rd, Atlanta, GA, March 22-25, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Diseases; High Schools; High School Students; *Interpersonal Competence; *Mothers; *Self Evaluation (Individuals); *Sex Differences

This study examined the relationship of illness behavior to perceived competence and gender in adolescents. It was hypothesized that, like adults, adolescents with lower levels of perceived social competence would report more illness behavior. A significant gender difference was expected such that girls would report more illness behavior than boys. A secondary purpose was to develop an adolescent version of the Illness Behavior Inventory and to obtain data on its psychometric properties. High school students (N=76) and their mothers (N=25) completed the Perceived Competence Scale for Children-Adolescent Form, the Adolescent Illness Behavior Inventory, the Self-medication Index, the Child Symptom Checklist--Child Report, and an assessment of school absence. The results revealed that adolescent girls reported more social illness behavior than boys, e.g., they reported that they were more likely to talk about their illness and to behave in ways that let others know they were ill. Boys with low perceived competence were significantly more likely than those with high perceived competence to report illness behavior in social situations. For adolescent girls, in contrast, the data suggest that social illness behavior is not incompatible with high levels of perceived competence. Boys and girls were equally likely to reduce schoolwork and chores when sick. The data provide preliminary support for the reliability and validity of the adolescent version of the Illness Behavior Inventory. (NB)

ED 322 474 CS 010 167

Watson, Dorothy J.
Action, Reflection and Reflexivity: Thinking in the Whole Language Classroom.
PUB DATE- 90
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Environment; Classroom Techniques; Critical Thinking; Elementary Secondary Education; *Learning Activities; Reading Instruction; Reading Writing Relationship; Teacher Student Relationship; *Theory Practice Relationship; *Whole Language Approach; Writing Instruction
IDENTIFIERS- Reflective Thinking
Whole language has to do with beliefs about language and learners that lead to beliefs about curriculum and instructional procedures. The term emerged as a label for the way language is thought to be learned: as a cohesive organization of systems working together as one--as a whole. The term whole language also refers to the learner as being whole--as sound and healthy, rather than flawed and in need of fixing. Whole language means that learners and teachers are at the center of curricular gravity; all materials and resources are used only if they are appropriate, authentic, and lead to student reflection and reflexivity. Invitations originate from the authentic life of the classroom and are issued by teachers, students, by appropriate and compelling resources and materials, and even from the acts of reading and writing themselves. Invitations to action that can lead to reflection and reflexivity come from students' abilities, interests and needs, and such invitations have to do with: listening and telling stories; reading real literature; writing with real intent; discussing and sharing with others; and solving difficult problems. Reflection involves the personal and systematic exploration of possibilities. Reflexivity involves independence, initiative, and creativity, and is characterized by restructure or extension of the present performance and the forging of new ideas or questions. When teachers serve as facilitators, give invitational demonstrations, and ask their students to do only those things that they are willing to do themselves, quality thinking and learning take place. (MG)

ED 322 503 CS 212 425

Cauldwell, Brit N.
Made in Hong Kong: An Imperialist Rhetoric and the Teenage Mutant Ninja Turtles.
PUB DATE- 11 Jul 90

NOTE- 16p.; Paper presented at the Conference on Rhetoric and the Teaching of Writing (Indiana, PA, July 10-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Theories; Elementary Secondary Education; *English (Second Language); *Ethnocentrism; Foreign Countries; Higher Education; *Language of Instruction; *Language Role; Memorization; Reader Text Relationship; *Rhetorical Criticism; Student Attitudes; *Student Needs; Writing Instruction
IDENTIFIERS- Cultural Hegemony; *Educational Criticism; *Hong Kong
Hong Kong education is based on an imperialist rhetoric which serves to "domesticate" rather than "liberate" the school population. The importance of memorization is clearly evident in education in Hong Kong. The community's educational system reflects a classical Chinese emphasis on familiarity with a set body of texts and on a rigorous public education system. English is used as the medium of instruction in Hong Kong schools from the late primary grades through the university. The use of English in instruction prohibits the development of a liberated consciousness among Hong Kong students, and the Eurocentric rhetoric of the English-language textbooks has a domesticating effect. An imperialist rhetoric of memorization and examination allows students little time for free exploration, and the Eurocentric rhetoric of the textbooks constricts students' ability to make their own world with their own voices and in their own ways. Teachers can help students find their own voices by: (1) removing English composition textbooks from the classroom; (2) promoting collaborative learning; (3) utilizing local literature; and (4) allowing students to set the parameters by which their writing is judged. A new "Hong Kong-centric" rhetoric may give students the liberating voice to create their own post-imperialist rhetoric. (Sixteen references are attached.) (SG)

ED 322 517 CS 212 467

Drewniany, Bonnie
Teaching Copywriting Students about the Mature Market.
PUB DATE- Aug 90
NOTE- 17p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (73rd, Minneapolis, MN, August 1-4, 1990).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advertising; Age Discrimination; Commercial Art; Higher Education; *Middle Aged Adults; *Older Adults; Persuasive Discourse; Teaching Methods; *Writing Assignments
IDENTIFIERS- *Advertising Copywriting; *Advertising Education
Advertising educators have a responsibility to make students aware of the importance of the mature market (older people) and to teach them methods to reach this group. An assignment in a copywriting class asked students to write and design ads to promote blue jeans to adults over 50. The assignment accomplished three things: (1) helped students erase negative stereotypes; (2) applied current research to a "real world" assignment; and (3) related copywriting to other areas of education. Research findings from the government and from the fields of gerontology, psychology, art, and communications provided insight into how to reach this varied audience; in appropriate wording, color choice, typography, and model selection; and information on appropriate media selection. Results of the assignment have been very positive. (Twenty-five references are attached. An appendix contains materials which discuss misconceptions about the mature market and make suggestions for copy appeals, design techniques, and media strategy.) (SR)

ED 322 532 CS 212 482

Dodson, Charles Brooks

A Course in Literature about Illness and Disability.
PUB DATE- Apr 87
NOTE- 7p.; Paper presented at the Annual Meeting of the College English Association (Charleston, SC, April 2-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Content Analysis; *Course Objectives; Curriculum Design; *Disabilities; *Diseases; Higher Education; Interdisciplinary Approach; *Literature Appreciation; *Nursing Education; Reader Response; *Thematic Approach; Theory Practice Relationship
IDENTIFIERS- Course Development

A "special themes in literature" course about illness and disability was designed to help future nurses to understand the human, rather than the clinical, dimensions of impairment and its effects on the sufferer as well as the sufferer's family, associates, and community. The objectives of the course were to look at such matters as attitudes of and toward the person afflicted, how both individuals and society try to cope with the situation, and the image of medical and other health professionals found in the literature. The course content consisted of four units: catastrophic illness and disability; mental illness; addiction; and intellectual impairment. Especially effective literary works included: "The Glass Menagerie," in which Laura's limp is more a symbol than a cause of her emotional problems; Doris Lund's "Eric," a first-person account of the author's teenaged son's intense struggle against leukemia; and Joanne Greenberg's "I Never Promised You a Rose Garden" and Barbara Gordon's "I'm Dancing as Fast as I Can" which deal with mental illness and valium dependency. Other effective works used were William Burroughs' "Junky" and O"Neill's "Long Day's Journey into Night" dealing with drug addiction and alcoholism, and Coleen MacCullough's "Tim" and Mary McCracken's "A Circle of Children" which center on intellectual impairment. The reading list was supplemented with several films and guest lecturers. (KEH)

ED 322 547 CS 507 232

Aust, Charles Francis
Judgments of Well-Being after Exposure to Televised Bad and Good News.
PUB DATE- May 85
NOTE- 92p.; M.A. Thesis, Indiana University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- *Audience Response; College Students; Emotional Response; Factor Analysis; Higher Education; *Life Satisfaction; *Mass Media Effects; *News Media; Television Research; *Television Viewing; *Well Being
IDENTIFIERS- Indiana University
This study examined the influence of the affective nature of television news on satisfaction with an individual's own life as well as on an individual's outlook regarding good fortune and misfortune. Subjects, 30 male and 30 female undergraduates at Indiana University, viewed a variety of news stories and completed two questionnaires, one rating the news stories on five dimensions of emotional content, and one assessing subjects' satisfaction with and expectations for various aspects of their lives. Results indicated that (1) bad news tends to be judged as more interesting than good news; (2) bad news tends to make viewers feel more apprehensive about potential harm to themselves than does good news; and (3) bad news may make viewers feel less emotionally stable than good news. Results gave no support whatsoever to the proposal that visually graphic bad news is appealing to viewers because it eventually makes them feel better about their own lives. (Eight tables of data are included, and 35 references are attached. Appendixes include subject response forms, factor analysis pattern for news story measures, and factor analysis pattern for measures of life issues.) (SR)

ED 322 562 CS 507 250

Weitzel, Al
Higher Education Communication Curricula Outside of the U.S.: An Inventory and Data Report.
PUB DATE- Sep 90
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Curriculum; *Curriculum Design; Curriculum Development; Curriculum Research; *Foreign Countries; Higher Education; International Education; *Mass Media; *Speech Communication
IDENTIFIERS- Communication Arts; International Trends
A study investigated higher education communication curricula in foreign countries to determine the status (program offerings, objectives and trends) of communication curricula throughout the world. Considering the difficulty in preparing a comprehensive international inventory, a modified "snowball technique" (involving a series of systematic referrals whereby the size of the sample increases exponentially) evolved as the best means of research. Each of the snowball contacts received a letter explaining the focus of the study on catalog descriptions, requesting advice/guidance, soliciting appropriate materials or library references about the system of communication education, and soliciting other snowball targets. Data, gathered from approximately 250 respondents, provided a partial inventory for discussion of curricula in Australia and the United Kingdom, proceeding to the other English-speaking countries of Canada and New Zealand, and concluding with non-English speaking countries, based on an alphabetical consideration of regions including Africa, Asia, Europe, and Latin America. Results revealed that primarily English-speaking regions have embraced communication as a higher education discipline, while "pioneering" seems to have occurred in non-English speaking regions. Leadership to extend this preliminary study and to facilitate dissemination of teaching and research to regions in need of curricular expansion is called for. (Thirty-four references and an appendix describing the snowball research methodology are attached.) (KEH)

ED 322 592 EA 022 093

Irwin, Claire C.
What Research Tells the Principal about Teacher Empowerment.
PUB DATE- Feb 90
NOTE- 16p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (74th, San Diego, CA, February 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Environment; *Educational Improvement; Elementary Secondary Education; *Principals; *Research Needs; *School Based Management; *Teacher Administrator Relationship
IDENTIFIERS- *Empowerment
One popular trend in the American school reform movement is the notion of school and teacher empowerment. This paper sketches various definitions of teacher empowerment and associated terms, presents key issues, identifies certain strengths and weaknesses, encapsulates recent evaluation and research efforts, and lists traditional and newer methodologies used in teacher empowerment assessment. Recent research has demonstrated that what happens in the individual school determines the quality of student learning. Many school districts are decentralizing decision-making so that greater authority and responsibility are placed directly in the individual school. Although the term "teacher empowerment" may be new, experiments in giving teachers responsible local autonomy have occurred in Detroit, Michigan; Dade County, Florida; San Diego, California; Louisville, Kentucky; Richmond County, Georgia; and others. Recurring teacher empowerment themes in the literature include teacher centers or institutes, collaboration, linkages, ownership, collegiality, mentoring, isolation, and context. Strengths of teacher empowerment include recognition and nurturance of teachers as true professionals, improved teacher-administrator relationships, and principals' freedom to engage in more teacher consultation and outside agency collaboration. Weaknesses include principals' fear of losing power, conflict with labor contracts, lack of time and money, conflicts with accountability goals, and teacher complacency. One of the greatest weaknesses is the lack of substantive research linking student achievement to teacher empowerment. (27 references) (MLH)

ED 322 606 EA 022 120

Hecht, Jeffrey B.; And Others
School Staff and Parent Evaluations of California's Resource Specialist Programs.
California Educational Research Cooperative, Riverside.
PUB DATE- 30 Apr 90
NOTE- 171p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Learning Disabilities; *Parent Attitudes; *Program Evaluation; *Surveys; *Teacher Attitudes
IDENTIFIERS- *California; *Resource Specialist Program
During 1989 more than 23,000 parents and educators representing 429 California schools returned surveys as a part of a triennial evaluation of special education. The surveys addressed three purposes: (1) overall assessment of the California Resource

Specialist programs (designed to serve learning disabled students with a combination of regular classroom support and special "pullout" services); (2) identification of underlying themes and common perspectives within the evaluation data; and (3) determination of the extent to which response factors are able to predict student achievement and resource specialist program characteristics. Data from 5 of the 11 survey forms were analyzed in this report, including: educator opinions on overall school functioning and approval; parental opinions toward the school and the Resource Specialist program; educator views of the type, quantity, and quality of staff development activities; and perceptions of the effectiveness of the Resource Specialist Program in achieving program exit for participating students. Both parents and educators gave the program a strongly positive evaluation. Educators throughout California seem convinced that resource rooms support classroom success for special education students. According to parents, good schools are organizationally effective and stress shared instructional involvement and academic concerns for all children. Professional educators interpret the general school programs along three dimensions: principal leadership, effective classroom practices, and effective teaching strategies. Sources of program success, prediction of resource specialist outcomes, alternative goals, and policy implications are also discussed. There are 41 tables, 9 figures and two appendices containing surveys and results. (MLH)

ED 322 635 EA 022 163

Mei, Dolores M.; Watson, Heriberto
Magnet School Program, 1988-1989. End-of-Year Report. Evaluation Section Report. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Dec 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Attendance; Curriculum Design; Curriculum Development; Enrollment; Ethnic Groups; High Schools; Intercultural Communication; Intergroup Relations; *Magnet Schools; Minority Groups; *Multicultural Education; Racial Relations; Student Attitudes; Urban Schools
IDENTIFIERS- *New York City Board of Education
The magnet school program established during the 1988-89 school year by the New York City Board of Education in four high schools is evaluated in this summary report. Magnet schools were developed to achieve an integrated school system, with a focus on development of a curriculum that would attract various racial and ethnic groups. Increased student motivation was expected to contribute to achievement of the following program objectives: improved attendance; increased academic achievement; improved intergroup student relations; and increased positive school attitudes. Data collection involved analysis of aggregated attendance and grade advancement data and a survey of students in the program. Findings indicate that all four high schools attained or came close to attaining two of the three objectives. The attendance objective was met by each of the four schools, and the achievement objective was met and exceeded by three of the four schools. Survey responses demonstrate that although over one-half of the students displayed generally favorable attitudes toward their peers and school, the evaluation criterion of 70 percent was not achieved in any of the four schools. The recommendation is made for continuous emphasis on improving the attitudinal objective. Programs of the participating schools are described. (LMI)

ED 322 303 CE 055 284

Clare, Mariette
Developing Self-Advocacy Skills with People with Disabilities and Learning Difficulties.
Further Education Unit, London (England).
REPORT NO.- ISBN-1-85338-202-7
PUB DATE- 90
NOTE- 170p.; Appendix F will not reproduce well.
AVAILABLE FROM- Information Centre, Further Education Unit, 2 Orange Street, London WC2H 7WE, England (8.00 pounds).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescents; Adults; *Advocacy; Agency Cooperation; Articulation (Education); *Disabilities; Educational Resources; Foreign Countries; *Institutional Environment; Learning Disabilities; Personal Autonomy; Policy Formation; *Portfolios (Background Materials); Program Evaluation; *Special Needs Students; Staff Development; Student Centered Curriculum
IDENTIFIERS- *United Kingdom
This document is intended for people in education and training, health services, social services, and volunteer organizations who are committed to empowering people with disabilities and learning difficulties. It sets self-advocacy within the context of achieving adult status in the United Kingdom, offers a theoretical framework for professionals interested in beginning this work, describes how portfolios can be used with people with a wide range of disabilities, analyzes the experiences of a group of workers from various settings, and summarizes institutional and professional implications of self-advocacy work. Sections included in the document are as follows: introduction, aims and objectives; planning and resources; implementation; monitoring and evaluation; the key workers; and a checklist for practitioners covering policy, resources, staff development, support for staff, the environment, regulations, sharing power, learner-centered programs, negotiation and choice, autonomy, risk taking, progression, interagency work, monitoring, and evaluation. Appendices include a description of the aims and objectives of the project, a list of steering committee members, an explanation of how the case studies and key workers were identified, 11 brief case studies, and 3 sample portfolios. A bibliography listing 125 sources concludes the document. (CML)

ED 322 316 CE 055 341

Cole, Paul F.
The New American Worker.
PUB DATE- 11 Sep 89
NOTE- 30p.; Paper prepared for a conference on "Policy Options and Strategies for Labor Shortages" (Buffalo, NY, September 11, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Economic Development; *Educational Improvement; Educational Needs; Elementary Secondary Education; *Futures (of Society); *Job Skills; Job Training; *Labor Force Development; *Labor Needs; School Business Relationship; *School Restructuring; Vocational Education

U.S. industry and the U.S workplace are changing. More highly skilled jobs are replacing unskilled and semiskilled jobs, and more jobs require higher-order thinking skills. At the same time, the education system is failing to educate young people to fill those jobs in the future. Although a higher percentage of students graduate than ever before, the skills many of these students learn in school do not prepare them for higher-level thinking and problem solving. Added to the problem is that more students today, and increasingly in the future, come from single-parent homes, from minority groups, and from poverty-level settings. Vocational education could be helpful for some of these students, because vocational programs teach problem-solving and analytical skills and reinforce basic communication and interpersonal skills. Public education has historically responded to the needs of a changing U.S. economy and society. Tomorrow, the challenge will be very different. The very nature of work and the workplace will require a new set of skills and the schools must prepare all students to be successful in the new work environment. The new worker is really two people: (1) a worker with the knowledge, skills, and attitudes to function as a member of a team with ever-changing technology in a flexible production environment; and (2) a student who functions in a flexible learning environment. The nation's corporations are learning this; the nation's schools must learn it too. (48 references) (KC)

ED 322 329 CE 055 412

Business Strategies That Work. A Planning Guide for Education Restructuring. Corporate Action Package.
National Alliance of Business, Inc., Washington, D.C.
SPONS. AGENCY- Department of Labor, Washington, D.C.; Xerox Corp., Rochester, N.Y.
REPORT NO.- ISBN-0-88713-819-5
PUB DATE- 90
NOTE- 57p.; For related documents, see ED 308 408 and ED 312 484-487.
AVAILABLE FROM- National Alliance of Business, 1201 New York Avenue, NW, Suite 700, Washington, DC 20005.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Business Responsibility; Cooperative Programs; *Corporate Support; Educational Change; *Educational Improvement; Elementary Secondary Education; Employer Attitudes; *Employers; Institutional Cooperation; Leadership Responsibility; Planning; Postsecondary Education; Private Sector; *Program Development; *School Business Relationship; Vocational Education
This guide is one of a series of publications that the National Alliance of Business is providing to stimulate and sustain U.S. business efforts to restructure public education in order to make it more responsive to the changing requirements of the modern workplace. This publication provides business people with some of the tools that will help them take the critical actions that are needed. It provides two detailed planning guides for businesses, enabling them to plan successfully and structure their involvement in education within broad community coalitions and within their individual companies. Critical elements for success are identified. Case studies illustrate how business can have a substantial impact on education by doing the necessary preparation and planning and following through over the long term. Case studies describe action

in South Carolina; Lowndes County, Alabama; Milwaukee, Wisconsin; and Rochester, New York. Thirty-one references are included. (KC)

ED 322 357 CE 055 479

Sea/River Week Career Profiles.
Alaska State Dept. of Education, Juneau. Div. of Adult and Vocational Education.
PUB DATE- 90
NOTE- 254p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Agricultural Education; *Career Choice; *Career Exploration; Career Information Systems; *Education Work Relationship; Employment Qualifications; Environment; Fisheries; Forestry; *Natural Resources; *Occupational Information; Secondary Education; State Curriculum Guides; Vocational Interests; Wildlife
IDENTIFIERS- *Alaska; *Marine Occupations

The aim of these materials is to interest students in jobs related to Alaska's natural resources. They coordinate with the Sea Week curriculum and the Alaska vocational state model curriculum in renewable natural resources in agriculture. Each of the 2-page career profiles includes a brief description of a person's job along with that person's photograph on the front page, with additional career information and suggested activities on the back page. Profiles are included for 62 occupations, ranging from subsistence jobs to professional occupations. Women and minorities are represented in the packet. (CML)

ED 322 649 EA 022 209

Restructuring Schools for Young Adolescents. Issues in Education.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- OERI-AS-90-002
PUB DATE- Aug 90
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Educational Environment; Educational Improvement; *Grade 8; Junior High Schools; Junior High School Students; *Longitudinal Studies; *School Effectiveness; *School Restructuring; Secondary Education
IDENTIFIERS- *National Education Longitudinal Study 1988

The schools attended by young adolescents must be transformed into "communities for learning" that provide students with a climate fostering their intellectual development. Such communities have high expectations for students, challenge them with an integrated curriculum, offer meaningful relationships with adults, and maintain an environment where students feel safe, motivated, and engaged with their schoolwork. According to the U.S. Education Department's National Longitudinal Study of 1988 (NELS:88), which surveyed 25,000 American eighth graders, such learning communities are seldom found in our schools. Regarding school relationships, data show that by spring of the school year, 35 percent of eighth-grade students said they had not talked with their teacher about coursework during the school year and 65 percent had not discussed their course selections with a school counselor. Concerning learning readiness, teachers said that 20 percent of sampled eighth graders were inattentive; 47 percent of the students said they were bored at least half the time spent in school. Over 10 percent of eighth graders were frequently absent, and a third had been sent to the office for misbehaving. School climate is far from engaging, with a significant percentage of students citing tardiness, absenteeism, cutting class, and class disruption as serious problems. Fundamental restructuring is needed to redress these problems. Specific recommendations are outlined. (Three references) (MLH)

EC

ED 322 430 CG 022 702

Hoover, Donald R.
Predicting the College Attendance Rate of Graduating High School Classes.
PUB DATE- 90
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- *College Attendance; *College Bound Students; College Freshmen; Educational Attainment; *Enrollment Rate; Evaluation Methods; Higher Education; High Schools; *High School Seniors; *Predictive Measurement; *Predictor Variables; Student Educational Objectives
An important element of school counseling is providing assessments on the collective future needs and activities of a graduating school class. The College Attendance Rate (CAR) is defined here as the proportion of seniors graduating from a given high school, during a given year, that will enroll full-time at an academic college sometime during the following year. Estimated CARs of graduating high school classes are used by college and military recruiters and some education departments to plan and assess recruit market size. Most states keep annual records of CAR estimates. Three currently used methods of estimating CAR use: student intentions; educated guesses provided by high school officials; and linear regression based on high school and student body characteristics. Reasonably accurate CAR estimates can be produced by using educated guesses by high schools and by using student intentions. The third method, linear regression with high school demographic characteristics, has revealed interesting relationships between the variables and CAR but has demonstrated poor predictive ability. The predictive ability of linear regression can be greatly improved by using Scholastic Aptitude Test or American College Test scores and percentages of the graduating class taking college entrance examinations as predictor variables. (ABL)

ED 322 460 CG 022 733

Stubbs, Margaret L.
Body Talk for Parents of Boys.
Wellesley Coll., Mass. Center for Research on Women.
PUB DATE- 2
NOTE- 20p.; For related documents, see CG 022 730-732.
AVAILABLE FROM- Center for Research on Women, Wellesley College, Wellesley, MA 02181 (2 for $8.00, complete set $12.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Adolescents; *Interpersonal Communication; *Males; *Menstruation; *Parent Child Relationship; Peer Relationship; *Preadolescents
IDENTIFIERS- *Puberty
This pamphlet, targeted to boys' parents, discusses issues surrounding puberty. The introduction discusses education about menstruation and girls' and boys' attitudes towards it. Suggestions are offered for discussing menstruation with one's son. Suggestions focus on timing of introducing the topic; which parent takes responsibility for menstrual education; examining one's own attitudes towards menstruation; what kinds of resources are available; and the best approach to take and ways to facilitate communication. References are included and sources of information for early adolescents are listed. (ABL)

ED 322 489 CS 010 193

Fry, Edward
The Legal Aspects of Readability.
PUB DATE- May 89
NOTE- 9p.; Based on a talk given at the Annual Meeting of the International Reading Association (34th, New Orleans, LA, April 30-May 4, 1989).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Court Litigation; Legal Problems; *Readability; *Readability Formulas; *Reading Comprehension; Text Structure
The use of readability formulas is spreading into the courts and legislatures as one objective measure to protect the basic rights of citizens. Court cases and legislation involving the readability of Federal Government forms and correspondence, materials concerning criminal rights, consumer product labeling, ballot measures, and warranties and warnings illustrate just some of the legal applications of readability formulas. Readability formulas were originally developed to aid reading teachers in selecting proper reading materials for their students. But now poor and unnecessarily difficult writing is not just a matter of scorn or inconvenience, it is downright illegal. (Fifteen references are attached.) (RS)

ED 322 577 EA 022 034

Hyman, Ronald T.
Supreme Court Justice Powell as Educational Theorist.
PUB DATE- Sep 90
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Constitutional Law; *Court Judges; *Court Litigation; *Educational Legislation; Educational Theories; Elementary Secondary Education; Government School Relationship; School District Autonomy; Student Rights; Teacher Role
IDENTIFIERS- *Supreme Court
The educational views of former Justice Lewis Powell as expressed in his legal opinions during his 15.5 years on the U.S. Supreme Court are addressed in this paper. Powell's written legal opinions on the need for maintaining discipline and order in the classroom, upholding the authority of school boards to determine curriculum, the importance of the teacher as role model, and the overall value of individual education to society are discussed in relationship to his educational theories. A conclusion is that Powell holds conflicting educational viewpoints that do not serve as a consistent progressive or traditional model for educators. A recommendation is made for educators to understand the combination of educational theories espoused in his legal opinions. Extensive footnotes are included. (LMI)

ED 322 621 EA 022 137

Interim Consortium of Institutes for Development and Research in Education in Europe: Report of the Initial Meeting in The Hague, the Netherlands, December 15 and 16, 1989.
Institute for Educational Research in the Netherlands (SVO), The Hague.; National Inst. for Curriculum Development (SLO), Enschede (Netherlands).
PUB DATE- Apr 90
NOTE- 25p.; For a related document, see EA 021 840.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Conferences; *Consortia; *Curriculum Development; *Educational Research; Elementary Secondary Education; Foreign Countries; *Meetings
IDENTIFIERS- *Europe

This report summarizes the results of a meeting of representatives from 12 European institutes for curriculum development and educational research. The meeting, held in December 1989 in the Hague, Netherlands, considered the desirability and feasibility of establishing a European consortium of institutes for development and research in education. The report is intended to: (1) help participants elaborate on ideas developed during the meeting and continue the decision-making process and idea development in their own institutes; and (2) inform institutes, organizations, and other persons interested in the consortium idea. Following a brief summary of the meeting's aims, participants, and organization, a general discussion section outlines participant's opinions about the consortium idea and gives information about ideas and initiatives developed during the meeting. The third section explains the agreed upon formula for 1990, namely the provisional realization of ideas in the form or an Interim-CIDREE, proposed actions, and the year's program. The fourth section discusses possibilities for organizing workshops and small conferences and bringing these activities into the Interim-CIDREE. A fifth section details information dissemination plans and includes contact names and telephone numbers for obtaining more information. Participants support the consortium idea and are unanimous in desiring a nonbureaucratic structure. A professional executive committee has been established to elaborate further on the CIDREE formula. (MLH)

ED 322 343 CE 055 452

Working Smart Workbook. An Interactive Learning Experience.
Los Angeles Unified School District, CA. Div. of Adult and Occupational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE- Jun 90
NOTE- 105p.; For related documents, see CE 055 450-451.
GRANT- V198A80211
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Basic Skills; Communication Skills; Competency Based Education; Courseware; *Dining Facilities; Educational Objectives; Entry Workers; Food Service; *Functional Literacy; *Hospitality Occupations; Hotels; Job Training; Labor Force Development; Literacy Education; *Mathematical Applications; Mathematics Skills; Occupational Information; School Business Relationship; Videodisks
IDENTIFIERS- California (Los Angeles); Cashiers; *Customer Service Occupations; *Workplace Literacy

This workbook accompanies an interactive videodisc used in the Working Smart workplace literacy project prepared for the hotel and food services industry in the Los Angeles, California area. The first instructional unit addresses preparing the work area, including stocking supplies and cleaning the work area. The second instructional unit covers greeting customers and taking, processing, and completing orders. The third unit covers setting up a cash drawer, ringing up sales, and checking out at the end of a shift. Each unit consists of short narratives, examples, practice exercises, and space for notes. The practice exercises consist of forms to be filled out and matching, multiple-choice, short answer, and fill-in-the-blank questions that involve reading, spelling, punctuation, addition, subtraction, multiplication, totaling a bill, computing sales tax, and computing discounts. (CML)

ED 322 372 CE 055 526

Livonia Public Schools. Common Threads for the Future. Michigan Exemplary Career Guidance Programs.
Livonia Public Schools, Mich.; Western Michigan Univ., Kalamazoo.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.
PUB DATE- 87
NOTE- 187p.; Appendices contain some small, broken type.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adolescents; Adult Education; Adults; Adult Students; Career Choice; *Career Development; Career Education; *Career Planning; Course Content; Curriculum Guides; Decision Making; *Decision Making Skills; Educational Resources; *Employment Potential; Job Application; Job Search Methods; *Job Skills; Learning Activities; Occupational Information; Program Implementation; School Guidance
IDENTIFIERS- *Career Resource Centers; *Livonia Public Schools MI
Livonia Public Schools' Whitman Center Comprehensive Career Development Program is designed to meet the individual needs of

adults aged 16 and over. Program participants are involved in a three-step process: assessment, information diffusion, and placement. A career team--teachers, counselors, academic-job placement specialists, and paraprofessionals--delivers the program. Expected outcomes are: that students will assess their own interests, become cognizant about careers, learn a decision-making process, develop a career plan, and develop employability and job-seeking skills. The workbook contained in this document provides a blueprint for replicating this career education program. Its seven chapters provide step-by-step information on (1) goals and objectives; (2) planning (physical layout, staffing, budget); (3) coordination (linkages and support); (4) the counseling/assessment module; (5) the information module; (6) the placement module; and (7) evaluation. Appendixes contain copies of some pertinent articles, a list of resources available in the Whitman Center, and examples of materials used at the Whitman Center. (KC)

ED 322 401 CE 055 595

Resources in Technology 6.
International Technology Education Association, Reston, VA.
PUB DATE- 89
NOTE- 69p.; For related volumes, see CE 055 590-594.
AVAILABLE FROM- International Technology Education Association, 1914 Association Drive, Reston, VA 22091-1502 ($6.50 members, $7.50 nonmembers; six-volume set: $35.00 members, $37.50 nonmembers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Agricultural Production; *Artificial Intelligence; Construction (Process); *Creativity; Futures (of Society); Industrial Arts; Metals; Postsecondary Education; Science and Society; Secondary Education; *Technological Advancement; Technological Literacy; *Transportation
IDENTIFIERS- *Biotechnology; *Polymer Chemistry

This document--intended to help technology education teachers plan their classroom curriculum for secondary school and college students--contains units on creativity, artificial intelligence, biotechnology, polymeric materials, manufacturing in space, metallic materials, intermodal transportation, and food production.

The sociocultural impact of each of those topics and its relationship to the common elements of technological systems are covered in each unit. Units also typically include narrative information, line illustrations, photographs, a glossary of technical terms, a constructional activity, examples of how math and science can be used to support the students' constructional activities and provide the motivation for students to make the connections between technical education and math and science, a student quiz, possible student outcomes, and references. (CML)

ED 322 415 CG 022 686

Hoyt, Kenneth B.
Implications of the 1987 Gallup Career Development Survey for Career Development Professionals.
PUB DATE- 26 Jan 89
NOTE- 6p.; Paper presented at the Careers 2000: Challenges and Opportunities Conference (Madison, WI, January 26, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; *Career Development; *Career Guidance; Decision Making; Education; *Employee Attitudes; *Helping Relationship; *Occupational Information; Racial Discrimination; Sex Discrimination
This document examines selected data from the 1987 Gallup Career Development Survey in which 735 employed workers 18 years old and older responded to the 20 survey questions. The data examined how much help was needed in career choices and who provided such help, how much help was needed in career information and who provided such help, how much help was given in supplying career information and making career choices and to whom such help was given, and how much the education system contributed to preparing adult employed workers for their first jobs. The findings are interpreted as showing that career development needs appear to be greatest for minority persons and for persons who have not attended college; and that career development assistance appears to be most used by non-minority persons and by persons who have attended college. It is asserted that the existing educational system is providing greater opportunities to whites and to males than to blacks or to females. The findings are interpreted as illustrating a great and urgent need for expansion of career guidance and career information system efforts. (NB)

ED 322 445 CG 022 717

Harnish, Richard J.; Abbey, Antonia
Gender, Self-Monitoring, Alcohol Consumption, and Sexual Behavior: A Survey.
PUB DATE- Aug 90
NOTE- 19p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Contraception; *Drinking; Higher Education; *Sex Differences; *Sexuality; Student Attitudes; *Student Behavior; Undergraduate Students
IDENTIFIERS- *Self Monitoring
For this study, college students were asked to describe their sexual histories and how their sexual behavior related to alcohol consumption, contraceptive use, and concern over Acquired Immune Deficiency Syndrome (AIDS) so that more could be learned about gender and self-monitoring differences in sexual behavior. College undergraduates (N=94) completed a series of sexual behavior questions and the Self-Monitoring Scale. The results revealed no differences in terms of the proportion of male and female respondents who reported engaging in sexual intercourse over the past year. Similarly, high and low self-monitors were equally likely to report engaging in sexual intercourse over the preceding year. A greater proportion of low self-monitors, compared to high self-monitors, reported having sexual relations with only one partner. Other findings suggest that a greater proportion of males, as compared to females, used a condom while a greater proportion of females reported always or almost always using some form of effective birth control. A greater proportion of males than females reported drinking at least some of the time while on a date. A greater proportion of females and a greater proportion of high self-monitors reported being concerned about AIDS. (NB)

ED 322 518 CS 212 468

Schierhorn, Ann B.
Writing Coaching in the Magazine Curriculum: An Exploratory Investigation.
PUB DATE- Aug 90
NOTE- 19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (73rd, Minneapolis, MN, August 1-4, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; Higher Education; *Journalism Education; Professional Continuing Education; Surveys; Teaching Methods; *Writing for Publication; Writing Processes; Writing Research

IDENTIFIERS- *Process Approach (Writing); Writing Coaches
This study investigated how writing coaching, which is based on the writing process concept, can be applied to the teaching of magazine writing. In the first part of the study, a purposeful sample of 10 members of the Magazine Division of the Association for Education in Journalism and Mass Communication responded to a questionnaire. The sample was not intended to be representative of the whole population but was drawn to lay the foundation for further research and to provide information for a possible representative sample to be taken later. All of the educators surveyed said they use coaching techniques; all said they coach both in and out of class; and half said they use peer coaching. In the second part of the study, students enrolled in a feature writing course were coached at every step of the writing process--idea, reporting, organization, writing, and rewriting. Students in the course were also taught to coach each other. Techniques used in the course were developed by Donald Murray at the Poynter Institute for Media Studies in Florida. Anonymous course evaluations completed at the end of the course indicated unanimous support from the students for the use of coaching in the classroom. (RS)

ED 322 548 CS 507 233

McDowell, Earl E.; McDowell, Carlene E.
An Investigation of Verbal and Nonverbal Teacher Immediacy Behaviors, Homophily, Interpersonal Solidarity, Student Attentiveness and Student Learning at the Senior High School Level.
PUB DATE- 26 Jun 90
NOTE- 32p.; Paper presented at the Annual Meeting of the International Communication Association (40th, Dublin, Ireland, June 24-29, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Affective Measures; *Classroom Communication; Cognitive Processes; Communication Research; Educational Research; High Schools; *Instructional Effectiveness; Interpersonal Relationship; Sex Differences; *Student Attitudes; *Teacher Behavior; *Teacher Student Relationship; *Teaching Styles; Verbal Communication
IDENTIFIERS- Homophily
This study focused on verbal and nonverbal immediacy behaviors of teachers, the relationship between immediacy variables and cognitive learning, as well as homophily, interpersonal solidarity, and student attentiveness at the senior-high school level. Subjects, 87 female and 73 male senior-high school students enrolled in interpersonal communication classes at a midwestern senior high school, were administered a series of instruments during the next-to-last week of the spring term, 1989. Results indicated that: (1) no significant differences occurred between senior-high school groups in rating verbal and nonverbal immediacy behaviors; (2) significant differences occurred between genders in rating three of the verbal immediacy items, but no significant differences occurred between genders in rating nonverbal immediacy items; (3) the total verbal and nonverbal immediacy scores and a majority of verbal and nonverbal immediacy scores were significantly correlated with affective learning and perceptions of cognitive learning; and (4) significant differences occurred between immediacy behaviors and homophily, solidarity, attentiveness, and cognitive learning. (Eight tables of data are included; 20 references and the immediacy instrument are attached.) (Author/RS)

ED 322 563 CS 507 251

Kerns, Ruth B.
The Federal Theatre Project Children's Theatre: Materials and Resources.
PUB DATE- Aug 90
NOTE- 17p.; Paper presented at the Annual Meeting of the American Alliance for Theatre and Education (Minneapolis, MN, August 4-8, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Historical Materials (060)
DESCRIPTORS- Audience Awareness; Audience Response; Children; Childrens Literature; Federal Government; Production Techniques; *Theater Arts
IDENTIFIERS- *Childrens Theater; Drama in Education; *Theater History
One of the most creative, active, purposeful and successful efforts of the Federal Theatre Project (FTP), active from 1935 to 1939, was the Children's Theatre. Plays for production were selected on the basis of educational and cultural value, with special attention on sufficient realism to help children's awareness of self and place in the world. Plays (such as "Alice in Wonderland," "Aladdin," "Hansel and Gretel," "Babes in Toyland," "Mother Goose Goes to Town," "The Emperor's New Clothes," "Rip Van Wrinkle" and "Adventures of Pinocchio") were produced across the nation, providing an opportunity for millions of children in America to attend the theater. Theatrical elements of music, lights, and sound effects were emphasized; costumes were colorful, significant, and specific; characters were generally stereotypes and performed by adults. Additionally, the Federal Theatre successfully explored the therapeutic values of theater in the treatment of "backward and mentally dormant" children and children with speech disorders. The Community Drama Unit of the FTP also successfully taught children through theatrical experience as opposed through textbooks only. The greatest achievement, however, was creating a whole new appreciative audience of children, a new generation eager for the exciting adventure of live theater. It remains a valuable source of information for people working in contemporary children's theater. (Information about two recently published works on the FTP and its production materials is included.) (KEH)

EA

ED 322 593 EA 022 094

Bingaman, David E.
The Suspension of Educational Employees Due to Declining Enrollment (Reduction-in-Force) as Primarily Considered in Pennsylvania Schools.
PUB DATE- 6 Sep 89
NOTE- 43p.; Requirement for Ed.D. Teachers College, Columbia University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Arbitration; Attendance; Collective Bargaining; *Court Litigation; Court Role; *Declining Enrollment; Elementary Secondary Education; Employer Employee Relationship; Grievance Procedures; Job Performance; Labor Legislation; Probationary Period; *Reduction in Force; Seniority; Student Attrition; *Teacher Dismissal; Teacher Evaluation; Tenure

IDENTIFIERS- *Pennsylvania
The suspension of Pennsylvania's educational employees due to declining enrollment is examined in this paper. The controversy over whether teacher suspension should be based on seniority or on evaluation criteria has resulted in intervention by the judicial system to establish legal precedents for reduction-in-force policy. Methodology is based on analysis and synthesis of 20 Pennsylvania court cases in the following areas: definition of declining enrollment; procedures for realignment; methods of determining seniority; litigation resulting from the Pennsylvania Teacher Efficiency Rating System; legal procedures regarding teacher reduction-in-force; collective bargaining agreements as related to teacher suspension; and the limited role of the judicial system in teacher reduction-in-force policy. Findings emphasize the necessity of establishing a proactive, concise reduction-in-force policy based on sound legal precedents at the school district level. A table of cited cases is included. (LMI)

ED 322 607 EA 022 121

Legal Liability in the Gymnasium.
Oregon State Dept. of Education, Salem.
PUB DATE- 88
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Athletic Equipment; Civil Law; Court Litigation; Educational Malpractice; Elementary Secondary Education; Gymnasiums; Injuries; Legal Problems; *Legal Responsibility; *Physical Education; Physical Education Facilities; *Physical Education Teachers; Playgrounds; *Public Schools; *Recreation Legislation; School Safety; State Courts; *State Legislation; Teacher Responsibility; Torts
IDENTIFIERS- *Oregon

The legal system has significantly influenced the everyday operation of American public schools in the last 20 years. Because of the increasing probability of teacher involvement in a legal incident, a working knowledge of the law as it relates to physical education is important. Included in this document, which focuses on tort liability for negligence, are discussions of the Oregon Tort Claims Act, the Oregon court approach to negligence theory and defenses under Oregon law, and duties of physical educators. Each section summarizes legal concepts and presents reported appellate decisions that were reviewed as of July 1988. Thirty-six guidelines for reducing risk and providing more positive student experiences are offered. (18 references) (LMI)

ED 322 664 EC 231 850

Implementing Student-Centered Transition in Maine Schools: Guidelines for Developing Procedures and Practices.
Maine State Dept. of Educational and Cultural Services, Augusta. Div. of Special Education.; University of Southern Maine, Portland. Human Services Development Inst.
PUB DATE- Jan 90
NOTE- 60p.; Parts of the document have small print and may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Agency Cooperation; Cooperative Planning; Daily Living Skills; *Delivery Systems; *Disabilities; Education Work Relationship; Independent Living; Job Skills; Models; Program Development; *Program Implementation; Secondary Education; Social Adjustment; *Transitional Programs
IDENTIFIERS- Maine

A deliberate, systematic approach is presented for assisting students with handicaps through the transition process from school to adult life. The key elements of transition are identified as: longitudinal vocational and independent living skills training; cooperative and interagency transition planning; parent, student, employer, and postsecondary involvement with school staff in the transition planning process; and community and professional awareness and support of multiple employment, living, and adult service options. Section I describes the student-centered transition process, including the underpinning philosophy. Section II contains statements for guiding the development of local procedures in the areas of: local coordinating group, long-range goals for students, assessment, curricula, student involvement, and parent involvement. Section III consists of a chart showing what transition planning does and does not do. The appendices provide copies of or information about local transition coordination groups and interagency resources in Maine, interagency strategies and agreements, sample individual transition plans, assessment bibliography, curriculum development areas, and parent questionnaires and checklists. Brief bibliographies and reference lists accompany some of the sections. (JDD)

ED 322 679 EC 231 867

Berney, Tomi D.; Cantalupo, Denise
Bilingual Education Talented Academy: Gifted and Talented, Project BETA, 1988-89. Evaluation Section Report and Executive Summary. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Mar 90
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education; Curriculum Development; *English (Second Language); English Instruction; *Gifted; High Schools; *Limited English Speaking; Parent Participation; *Program Evaluation; Special Programs; Staff Development; Talent
IDENTIFIERS- New York City Board of Education; Project BETA NY
This evaluation report describes the Bilingual Education Talented Academy--Gifted and Talented Project (Project BETA) in its first year of a 3-year Elementary and Secondary Education Act Title VII funding cycle. The project served 307 students of limited English proficiency in two Bronx (New York) high schools. The predominant native languages spoken by participating students were Vietnamese, Korean, Chinese, and Spanish. The project's objectives were to help students achieve a high level of bilingual skills as well as English proficiency and to provide access to educational programs that had not been previously available to the bilingual gifted/talented student population. Project students received instruction in English as a Second Language, Native Language Arts, mathematics, science, social studies, computer science, and career education. The program provided educational options such as the Executive High School Internship Program, Cooperative Education Program, Shared Instruction Program, After School Occupational Skills Program, Talent Unlimited Program, and summer institutes. The project's non-instructional component included staff development, parental activities, the development of curricula and testing materials, and guidance and counseling. The report presents the evaluation methodology, program implementation, student outcome data, and recommendations. (JDD)

ED 322 292 CE 055 184

Short, Deborah J.; Grognet, Allene G.
A Review of Workplace Literacy Tests and Testing.
Center for Applied Linguistics, Washington, D.C.
SPONS. AGENCY- Hudson Inst., Indianapolis, IN.
PUB DATE- Sep 88
NOTE- 66p.
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Adults; Basic Skills; Business Correspondence; Education Work Relationship; *Employment Qualifications; *Functional Literacy; Job Skills; Literacy Education; Occupational Clusters; Reading Achievement; Reading Materials; Reading Skills; *Reading Tests; Standardized Tests; *Test Reviews; Videodisks
IDENTIFIERS- *Literacy Audits; *Workplace Literacy

A review of workplace literacy tests and testing found that the definitions of literacy and, in particular, workplace literacy have changed and are continuing to change. There is no single, widely accepted definition. Descriptions of workplace literacy demands in terms of reading grade levels are inappropriate. Most tests currently in use are inappropriate for the work environment because they: (1) do not contain job-related vocabulary or tasks; (2) are not indicative of the actual demands placed on workers; (3) are of the paper-and-pencil type rather than performance-based; (4) do not contain an oral component; and (5) do not require the examinee to interpret and analyze. An appropriate workplace test should simulate job tasks. A needs analysis of the literacy requirements for each job or job cluster should be undertaken before a workplace literacy test is designed. New technology should be incorporated into any workplace test. Computers and interactive videodiscs permit more flexibility, greater tracking, and better curriculum planning than does any standardized test. Interactive videodiscs allow a wide variety of question types that more closely simulate the workplace. To be more valid, workplace tests should have the following sections: (1) one part, for all occupations, that should address general concerns such as reading indexes, filling out forms, and writing business correspondence; and (2) another part that varies according to occupational cluster and focuses on particular skills required for its cluster. (Includes 31 references and descriptions of 13 tests, providing title, publisher, purpose, audience, type, design, skills assessed, approach/item type, norms, and review comments.) (CML)

ED 322 317 CE 055 342

Krusemark, Dawn M.
New York State AFL-CIO, Albany.
SPONS. AGENCY- New York State Education Dept., Albany.
PUB DATE- Jun 90
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cooperative Programs; *Corporate Education; Educational Resources; Federal Legislation; Guidelines; *Institutional Cooperation; *Labor Education; *On the Job Training; Postsecondary Education; *Program Implementation; *Skill Development; State Legislation
IDENTIFIERS- *Workplace Literacy
This report pinpoints the need to upgrade workers' skills and the means for accomplishing this goal through the development of workplace learning programs (WPLPs). Labor supply and demographic trends that affect the nation's workplace are explored. An examination of training programs follows. General guidelines for establishing WPLPs, derived from a statewide survey in New York, are presented, followed by a review of collaborative efforts of labor unions, public education systems, and the business community. Brief summaries of relevant federal legislation and of federal and New York State funding sources are followed by recommendations for action by unions, by the education and business communities, and by the Federal and State Governments. An appendix contains the survey form. A bibliography and resource list totaling 80 items are included. (KC)

ED 322 358 CE 055 480

Self-Sufficiency Resources.
Alaska State Dept. of Education, Juneau. Div. of Adult and Vocational Education.
PUB DATE- 89
NOTE- 217p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competence; Competency Based Education; *Conservation (Environment); Course Content; Course Descriptions; Curriculum Development; Educational Planning; *Educational Resources;

*Learning Activities; *Natural Resources; Program Development; Secondary Education; State Curriculum Guides; *Teaching Methods; Vocational Education
IDENTIFIERS- *Alaska; *Self Sufficiency; Wilderness Education Programs

These instructional materials were developed as a supplement to the "Alaska State Model Curriculum in Renewable Natural Resources/Agriculture." The topics covered focus on competencies from the curriculum for which materials were not readily available to Alaskan teachers and provide information that may not be sufficiently covered by existing curricula. Each unit begins with a teacher's page that includes the competency and tasks from the curriculum. An overview, suggested learning activities, and resources for more information on each topic are also provided. The resources section suggests some materials available for each area. Topics covered include the following: skills for self-sufficiency; means and methods of self-sufficiency hunting, trapping, gathering, fishing, and gardening; shelter construction for self-sufficiency; using transportation for self-sufficiency (dog teams, boat construction, sled construction); manufacturing crafts for sale; using skills and equipment for self-sufficiency; managing and protecting self-sufficiency resources; Alaska's natives and self-sufficiency; land ownership and management; the importance of Alaska's self-sufficiency resources; and competing uses of resources. (KC)

ED 322 387 CE 055 577

Performance Indicators in Educational Opportunities for Unemployed Adults. REPLAN Briefing.

National Inst. of Adult Continuing Education, Leicester (England).
SPONS. AGENCY- Department of Education and Science, London (England).; Training Agency, London (England).
PUB DATE- Oct 89
NOTE- 33p.; A publication of the REPLAN Programme. Based on "Completion Rates and Other Performance Indicators in Educational Opportunities for Unwaged Adults: A Research Report," by Dekker and Whitfield. For related documents, see CE 055 576-581.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Adult Education; Adult Programs; Ancillary School Services; Counseling Services; Course Selection (Students); Dislocated Workers; Dropout Prevention; *Education Work Relationship; *Enrollment Influences; Foreign Countries; Incidental Learning; *Program Evaluation; School Community Relationship; *Unemployment
IDENTIFIERS- Gloucestershire College of Arts and Tech (England); *Performance Indicators
A study examined why fewer than 4 percent of local unemployed adults enrolled in the Open Door program at Britain's Gloucestershire College of Arts and Technology during 1986-1989. The program allows unemployed adults to enroll in any Gloucestershire local educational agency college. A questionnaire was sent to Open Door students and interviews were conducted with students and staff. Nonparticipants were not contacted. Among the findings were these: (1) students complained of insufficient information about courses upon which to make enrollment decisions; (2) the enrollment process was considered to be confusing, awkward, and time consuming; (3) guidance and counseling were considered marginal services; (4) child care facilities would have resulted in fewer dropouts; (5) staff training in the use of active student participation methods and opportunities for incidental learning should be made available; and (6) the assessment of student gains should include aspects of social and personal development. As did the earlier study upon which it was based, the study called for the development of a range of indicators, broader than value for money, that collectively measure educational quality and can be used as tools of good management. (The document includes recommendations concerning performance indicators, institutional management, and making applied research an integral part of the educational delivery system at colleges.) (CML)

ED 322 461 CG 022 734

Duckenfield, Marty; And Others
Effective Strategies for Dropout Prevention: Twelve Successful Strategies To Consider in a Comprehensive Dropout Prevention Program.
National Dropout Prevention Center, Clemson, SC.

PUB DATE- Sep 90
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - General (140)
DESCRIPTORS- *Dropout Prevention; *Dropout Programs; *Effective Schools Research; Elementary Secondary Education; Intervention; Outcomes of Education; Program Content

Students leave school for many reasons. Pregnancy, family circumstances, economic necessities, substance abuse, lack of academic success, or disciplinary actions can influence a young person's decision to quit school. There is no single solution to the dropout crisis. Just as there are a variety of causes behind a student's decision to drop out of school, a great many different strategies exist to prevent this event from occurring. In an effort to determine the most successful approaches within a comprehensive strategy, the National Dropout Prevention Center conducted an analysis in 1990 of current research and practices in more than 350 dropout prevention programs. The result is a synthesis of 12 strategies that have had the most positive impact on the dropout rate in communities across the nation. These 12 strategies are summarized in this document, focusing on expected benefits, program ideas to consider, organizations with additional resources, and additional readings and references. The strategies are: (1) parental assistance and involvement; (2) quality early childhood education; (3) concentrated reading and writing programs; (4) individualized instruction; (5) utilization of instructional technologies; (6) mentoring and tutoring; (7) workforce readiness and career counseling; (8) summer enhancement programs; (9) flexible schedules and alternative programs; (10) staff development programs; (11) school-based management; and (12) community and business collaboration. (ABL)

ED 322 475 CS 010 169

Giddings, Louise R.
Literature Based Reading Instruction: A Whole Language Perspective.
PUB DATE- 90
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Childrens Literature; Cognitive Psychology; Elementary Education; Literature Appreciation; *Reading Instruction; Reading Materials; Reading Research; Reading Teachers; Teaching Methods; *Whole Language Approach
IDENTIFIERS- Trade Books
An analysis of the literature helps bring greater clarity to educators concerning the theory and practice of literature-based instruction. There are two common threads in all the interpretations of literature-based instruction: (1) the use of literature as the primary material for reading instruction; and (2) the elimination of the structural support and practices of basal reading systems. Information which provides a theoretical base for literature-based reading instruction focuses largely on the whole language philosophy, psycholinguistics, and cognitive psychology. Children become literate, according to the advocates, by being immersed in a literate environment and by being encouraged and supported in encounters with literacy. Studies can be identified to support the trend toward instruction with whole texts and purposeful reading. Proponents of the literature-based instruction movement value whole stories and an emphasis on meaning. Reports indicate that the use of children's literature in the teaching of reading has a positive effect on student's achievement and attitudes toward reading. There is a need for more research on literature-based reading programs and implementation strategies. There appears to be a label, "literature-based instruction," which provides an umbrella for a myriad of practices. As models are developed, implemented and evaluated, studies should be undertaken so that teachers can receive guidance in using literature to develop proficient readers. (Seventy-one references are attached.) (MG)

ED 322 490 CS 010 194

Wallhausen, Helen A.
The Effect of First Teacher Education Courses on Students' Perception of the Reading Process.
PUB DATE- Apr 90
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Change; Higher Education; *Preservice Teacher Education; Reading Instruction; *Reading Processes; Reading Research; *Student Attitudes; *Theory Practice Relationship
IDENTIFIERS- *Reading Theories; Southeast Missouri State University
A study examined the effect on students' perceptions of the reading process of the first professional sequence of classes in foundations of teaching reading and language arts. A variety of quantitative and qualitative data were gathered concerning the subjects (22 sophomore undergraduate elementary teacher education majors) including: students' personal journal entries; direct interviews with the subjects; an individual reading case study completed by each subject; direct observation of each student during class instruction; and interviews with the cooperating classroom teacher at the field site. Results indicated that: (1) students master the basic content of reading theory and methodology more rapidly than they change their beliefs about reading theory and instructional methodology; (2) students' ability to change their beliefs about perceptions of the reading process and to accommodate new models is tied to their level of cognitive development and their motivation to mediate change; (3) students who are motivated to change their beliefs are more apt to mediate change when they have the opportunity to observe more than one active model of instruction; and (4) students not adequately prepared to implement an unfamiliar reading strategy in a teaching situation will resist implementing new strategies and fall back on old models. (Seven tables of data are included; two questionnaires and a syllabus are attached.) (RS)

ED 322 504 CS 212 426

Rider, Janine
Memory as Muse: An Argument for a Reconsideration of Memory as a Canon of Rhetoric.
PUB DATE- 10 Jul 90
NOTE- 18p.; Paper presented at the Conference on Rhetoric and the Teaching of Writing (Indiana, PA, July 10-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Psychology; Educational History; *Memory; Metaphors; *Rhetorical Criticism; Rhetorical Theory; *Teacher Role; Writing (Composition); *Writing Instruction
IDENTIFIERS- Classical Rhetoric; *Memory Training; *Rhetorical Strategies

Although memory was one of the five canons of classical rhetoric, the more contemporary, narrower definition of memory as the training of the mind to remember certain things has eliminated memory as a useful rhetorical canon. However, teachers of writing who do regard memory highly, can redefine memory to restore it as one of the canons of rhetoric. Plato viewed human memory as a block of wax, located in the soul, on which the things a person heard or thought made an impression. Elsewhere, Plato stated his belief that certain memories were innate. Aristotle saw memory as closely tied with imagination and intellect. To Augustine, memory was "the present of things past." Classical rhetoricians suggested a link between memory and metaphor. Metaphor could invoke memory and invite discourse. Post-modernist writers value memory, as do contemporary literary criticism, feminist rhetoric, and ethnocentric theories of rhetoric. Many writing theorists have emphasized the great importance of memory. Memory is the key to so-called "process writing," as only memory can unlock doors that link people to the past, to understanding, and to each other. As memory is creation, generation, and regeneration, it is the precursor of and companion to invention, arrangement, style, and delivery. (Twenty-six references are attached.) (SG)

ED 322 533 CS 212 483

Worley, Demetrice A.
Reading and Writing Transactions: Improving Students' Understanding of Minority Literature.
PUB DATE- 23 Mar 90
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Black Literature; College English; *Cultural Context; Cultural Traits; Higher Education; Journal Writing; *Literature Appreciation; *Reader Response; Reader Text Relationship; Reading Processes; Reading Writing Relationship
IDENTIFIERS- Cultural Sensitivity; Narrative Text; Reading Logs
Elements from literary, composition, and reader-response theory can be successfully combined in teaching an African-American literature class to college students of the dominant culture. Helping students to decode texts is of primary importance, best done by introducing students to the cultural codes used by minority writers to shape their themes. Additionally, use of a reading journal encourages student development in both reading and writing skills, while allowing them to make connections between their personal knowledge and the text. Small group and class discussions further augment and enrich students' engagement with minority literature. Students can then share their affective responses to the texts, re-create the texts for each other, examine their criteria for placing importance on features (a word, passage or idea) of a text, and interpret the text communally. (Individual student responses from reading journals are included.) (KEH)

ED 322 578 EA 022 049

Scheurich, James Joseph; Imber, Michael
School Reforms Can Reproduce Societal Inequalities.
PUB DATE- Apr 90
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Organization; Citizen Participation; Community Control; *Community Influence; *Educational Change; Elementary Secondary Education; *Participative Decision Making; Political Influences; Politics of Education; Power Structure; *Public Schools; School Community Relationship; *School District Reorganization; *Superintendents
Because the ultimate power to control school reform is in the hands of the superintendent or some other similarly positioned administrator, the reforms tend to benefit some student or constituency groups more than others. Judging from the personal characteristics of most superintendents and the political context of the superintendency itself, it can be concluded that superintendents are limited in their understanding of the needs and interests of significant segments of the community, specifically their least powerful constituents. Even if superintendents do attempt to serve the whole community, it is highly improbable that they will succeed, due to the political position of public schools. Results of the reorganization of Johnsonville School District, located within a small western city that was experiencing considerable growth in the middle- and upper middle-class suburban areas, are consistent with observations of the powerful influence of community elites over local public policy. Had the Johnsonville School reform effort proceeded (as initially announced) in accordance with the principles of critical pluralism, a shared decisionmaking process where power--not just the opportunity to participate--is equally distributed, the benefits of the reorganization would have been more evenly distributed among the community's constituents. (52 references) (KM)

ED 322 636 EA 022 164

Mei, Dolores M.; And Others
High School Clusters, 1989-90. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Jun 90

NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Administrators; *Admission (School); Admission Criteria; Career Choice; Career Education; Career Guidance; *Cluster Grouping; Curriculum Design; Curriculum Development; *High Schools; *Occupational Clusters; Peer Institutions; Principals; Program Evaluation; Public Schools; *School Organization; Secondary School Curriculum; Selective Admission; Student Interests; Student Motivation; Urban Schools; Vocational Interests
IDENTIFIERS- *New York City Board of Education
The effectiveness and equality of the admissions process of the 1988-89 New York City cluster program is evaluated in this report. The cluster program consisted of 13 separate school clusters that offered career-related curricula, each headed by a different principal and facilitator. Program goals were: (1) to ensure equitable student access to special and optional programs by providing a uniform curriculum among schools that share related career interests; and (2) to allow development of students' special interests. Methodology consisted of interviews with principals and facilitators of all 13 clusters and a mail survey of 40 cluster members. The majority of interview subjects felt that the clusters had successfully achieved program goals, and expressed satisfaction with a collaborative cluster member forum. Recommendations were made for: clarification of program guidelines; concentration of responsibility for cluster organization and communication; prior dissemination of program information to prospective high school students; and consideration of student attitudes and interests in the admission screening process. (LMI)

ED 322 304 CE 055 287

Faraday, Sally; Harris, Richard
Learning Support. A Staff Development Resource Pack for Those Working with Learners Who Have Special Needs.
Further Education Unit, London (England).; Skill: National Bureau of Students with Disabilities, London (England).; Training Agency, London (England).
REPORT NO.- ISBN-1-85338-163-2
PUB DATE- 89
NOTE- 270p.; For individual units, see CE 055 288-298.
AVAILABLE FROM- Skill: National Bureau for Students with Disabilities, 336 Brixton Road, London SW9 7AA, England (30.00 pounds).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Continuing Education; Curriculum Design; Educational Improvement; Educational Resources; Educational Technology; Foreign Countries; Individualized Instruction; Information Technology; *Inservice Teacher Education; Learning Strategies; Media Adaptation; Postsecondary Education; Program Evaluation; *Special Needs Students; *Staff Development; Student Evaluation; Teacher Guidance; Teaching Methods; Training
IDENTIFIERS- *Great Britain
This resource pack of 11 units is designed to help trainers and postsecondary and continuing education staff meet the needs of special needs students in Great Britain. The pack aims to enhance the knowledge, skills, attitudes, and confidence of staff working with special needs students; indicate how staff and learners may assist the processes of integration and progression; and provide a flexible, process-oriented approach to staff training. The pack consists of a user's guide, introductory element, resources section, and eight elements of information and exercises on the following subjects: curriculum/training program design and evaluation; devising individual learning programs; assessment and review; training/teaching and learning strategies; design and adaptation of learning materials; technical aids and information technology; guidance and support; and sources of help and advice. (SK)

ED 322 330 CE 055 416

Lundgren, Carol A., Ed.
Business Education Index 1989. Index of Business Education Articles, Research Studies, and Textbooks Compiled from a Selected List of Periodicals, Publishers, and Yearbooks Published During the Year 1989.
Delta Pi Epsilon Society, Little Rock, AR.
PUB DATE- 90
NOTE- 171p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Accounting; Business Communication; *Business Education; *Citations (References); *Educational Research; Marketing; *Office Occupations Education; Postsecondary Education; Program Improvement; *Research Reports; Secondary Education; Teacher Education; Vocational Education
This publication lists articles in specific business education publications and those related to business education. Emphasis is on information systems (including business communications), economics education, business teacher education, and vocational education (primarily marketing education). Some state and regional publications are included. Entries are arranged by subject. All entries have the title, author(s), journal, volume if applicable, inclusive pages, month, and year. Order numbers are provided for dissertations. An author listing in alphabetical order follows the subject section. (KC)

ED 322 650 EC 231 834

Berger, Robert
Teaching Mild to Moderately Retarded Students with Computers.
PUB DATE- Dec 89
NOTE- 55p.; Research Project, Long Island University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Artificial Intelligence; *Computer Assisted Instruction; Elementary Secondary Education; Expert Systems; *Instructional Effectiveness; *Mild Mental Retardation; *Moderate Mental Retardation; Robotics; Simulation; *Teaching Machines
The paper reviews the literature on use of computers with retarded students in three chapters dealing respectively with the historical context, current issues, and future directions. The chapter on the historical context reviews research on the efficacy of teaching machines with this population. Research on the effectiveness of computer-assisted instruction and computer-assisted learning as an adjunct to teacher instruction is reviewed in the second chapter. The third chapter looks at new applications of computer technology in the areas of simulation, artificial intelligence, and robotics. Each chapter has its own reference list for a total of 59 references in all. (DB)

ED 322 344 CE 055 455

Gates, Jane Potter
Educational and Training Opportunities in Sustainable Agriculture. Third Edition.
National Agricultural Library, Beltsville, MD.
PUB DATE- Apr 90
NOTE- 19p.; Updates "Educational and Training Opportunities in Organic, Low Input and Sustainable Agriculture," Second Edition, August 1989.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Farmer Education; *Agricultural Education; Agricultural Production; Agriculture; Appropriate Technology; *Conservation (Environment); Conservation Education; Ecological Factors; *Ecology; *Educational Opportunities; Environmental Education; Farmers; Farm Management; Natural Resources; Postsecondary Education; Program Descriptions; Program Implementation; *Training
IDENTIFIERS- *Organic Farming; *Sustainable Agriculture

This directory contains an updated list of institutions involved in organic, low input, or sustainable agriculture that provide education, training, or information. Scope of coverage is the United States and Canada, with 124 listings for the United States and 5 for Canada. Arranged alphabetically, listings consist of institution name, address, contact person's name and telephone number, and a short description of the educational or training programs offered by the institution. Programs listed include: graduate research, courses, workshops, internships, summer programs, information bases, publications, and cooperative extension activities. (KC)

ED 322 373 CE 055 535

A Career Guide for Students and Parents.
Fargo Public Schools, N. Dak.
SPONS. AGENCY- North Dakota State Council on Vocational Education, Bismarck.
PUB DATE- 84
NOTE- 106p.; Document contains colored paper.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Apprenticeships; Career Guidance; *Career Planning; *College Choice; College School Cooperation; Decision Making Skills; High Schools; Job Search Methods; *Majors (Students); *Occupational Information; School Choice; Student Financial Aid; *Study Skills
IDENTIFIERS- North Dakota

This career planning handbook is intended to help North Dakota high school students and their parents use all available career planning activities as they determine postsecondary objectives. The document includes 12 sections as follows: (1) career direction; (2) understanding self; (3) career awareness; (4) decision making, including making one's planning easier, study skills, and study skills worksheets; (5) model guidance programs; (6) time guides for grades 8-12; (7) career choices arranged by school departments, including common job characteristics and requirements, visual and performing arts, business, marketing, distributive education, foreign language, home economics, industrial arts, language arts, mathematics, music, physical education, science, social studies, suggested course outlines, a tentative 4-year plan worksheet, and keeping career choices open; (8) career planning references; (9) financial aid; (10) information on new college requirements, correspondence schools, college classes while in high school, what to look for in a campus visit, what to look for in a school catalog, and vocabulary; (11) occupational outlook, including the shape of the labor force and projected growth; and (12) jobs, including a map of job service offices, federal jobs, apprenticeship programs, military, job search worksheet, interview tips, letter of application, and an outline for a resume. (CML)

ED 322 402 CE 055 598

Ganzi, Peng; Xianguang, Liu
Prospects for China's Rural Vocational Education and the Role of Higher Agricultural Institutions.
PUB DATE- 90
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agricultural Education; *Developing Nations; *Educational Improvement; Foreign Countries; Rural Development; *Rural Education; Rural Population; Secondary Education; Student Recruitment; Vocational Education; *Vocational High Schools
IDENTIFIERS- *China
The 1980s saw significant development in China's rural vocational education and the continuation of some problems. Most Chinese secondary (92 percent) and postsecondary (82 percent) students are educated in the countryside. However, only 60 percent of vocational high school students are educated there. There is insufficient enrollment at many rural vocational high schools and a high student dropout rate. Another problem is that most rural vocational schools have copied conventional senior middle schools or urban vocational schools. Poor teaching and inadequate financial support have contributed to the rural vocational schools' low status within society. However, rural education is enjoying increased financial support from the government. In order to stabilize China's agriculture and increase rural prosperity, it is imperative to educate and encourage rural youth to stay in agriculture and master the techniques necessary for continuing agricultural development. The traditional concept of education in China with a single system of learning and a weak foundation in vocational education has resulted in slow development in vocational education. All 7,600 vocational high schools were established in the 1980s. A comprehensive rural vocational education system--a flexible system that encompasses different structures relevant to the local economy and social development--is necessary to promote continuing agricultural prosperity for peasants and agricultural modernization. (CML)

ED 322 416 CG 022 687

Siemon, Dorothy; Doherty, Diane M., Ed.
Creative Sources of Funding for Programs for Homeless Families.
Georgetown Univ. Child Development Center, Washington, DC.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.; National Inst. of Mental Health (DHHS), Bethesda, Md.
PUB DATE- Mar 90
NOTE- 116p.
AVAILABLE FROM- Georgetown University Child Development Center, 3800 Reservoir Road, NW, CG-52, Bles Building, Washington, DC 20007 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Financial Support; *Homeless People; Human Services; *Individual Needs; Social Services
This monograph was written to inform organizations working with homeless families about some potential sources of funding for their programs and to briefly describe the benefits available to homeless families. The focus throughout is exclusively on services and not on housing. Readers are guided to the major resources available through both the Federal Government and the private sector. Successful fundraising strategies used by homeless providers are discussed and a few creative ideas for special fundraising events are included. Individual sections focus on how to develop a fundraising program; federal funding specifically for the homeless (e.g., The Stewart B. McKinney Act); useful federal programs not targeted for the homeless; private sources of program funds, including foundations, corporations and businesses, religious institutions, and individual donors; and federal programs that provide benefits and services to homeless families (Aid to Families with Dependent Children; Supplementary Security Income; Social Security; Veterans Benefits; Food Stamps; Women, Infants, and Children Program; Medicare; the Job Training Partnership Act; Medicaid; and Headstart). A 2-page annotated bibliography is included; a 28-page annotated address list is appended. (NB)

ED 322 431 CG 022 703

Fitzsimmons, George
Career Development Instruments. Monograph Number 5.
Alberta Dept. of Education, Edmonton.
PUB DATE- May 90
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Aptitude Tests; Career Counseling; *Career Development; Career Guidance; Elementary School Students; *Elementary Secondary Education; *Evaluation Methods; Foreign Countries; Interest Inventories; *Measures (Individuals); Personality Measures; *School Counseling; *School Guidance; Secondary School Students; Self Esteem
IDENTIFIERS- Canada
This document outlines some resources that may be helpful to school guidance counselors and other educators. Five resources are described for the elementary school years when children's natural curiosity and openness can be channelled into understanding themselves and others as well as learning about the meaning of work and the types of work carried out in their homes, schools, and communities. These include Developing Understanding of Self and Others (DUSO-Revised); the Culture-Free Self-Esteem Inventory; the Perception of Ability Scale for Students (PASS); The Test of Cognitive Skills; and the Murphy-Meissgeier Type Indicator for Children (MMTIC). For junior high school students a major objective is to identify general values in relation to work. Useful resources discussed for junior high students include: the Life Roles Inventory; Values Scale; the Safran Student's Interest Inventory; Career Development Inventory (CDI); Myers-Briggs Type Indicator (MBTI); and Self-Directed Search. For career and the world of work instruction for senior high school students these career education resources are reviewed: Career Directions Inventory; Jackson

Vocational Interest Survey (JVIS); Strong Interest Inventory (SII); My Vocational Situation; Career Maturity Inventory; Life Roles Inventory: Values Scales and Salience Inventory; General Aptitude Test Battery; and the Differential Aptitude Test. (ABL)

ED 322 446 CG 022 718

Prendergast, Kathleen; Stone, Mark
Relating Adler's Life Tasks to Schutz's Interpersonal Model and the FIRO-B.
PUB DATE- May 90
NOTE- 10p.; Paper presented at the Annual Meeting of the North American Society of Adlerian Psychology (38th, Philadelphia, PA, May 17-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developmental Tasks; *Interpersonal Relationship; *Models
IDENTIFIERS- FIRO B Scale; *Life Tasks (Adler)
This paper integrates the interpersonal model of Schutz (1966) and Schutz's (1978) instrument for evaluating interpersonal relationships, FIRO-B (Fundamental Interpersonal Relationship Orientation-Behavior), with Adler's life tasks and typology. The paper begins with a description of Schutz's Interpersonal model in which Schutz, like Adler, views personality as existing within a social context but sees it as being manifested through the three fundamental interpersonal dimensions of inclusion, control, and affection. The FIRO-B, an assessment instrument designed to measure Schutz's three-dimensional model of interpersonal relationship is also described and psychometric properties of the FIRO-B are discussed. The document shows how Schutz's model supplements Adler's conceptualization of life tasks and typology and how the FIRO-B can be used as a tool for measuring Adlerian life tasks. It also shows how Adler's and Schutz's conceptualizations are similar although not exactly the same. It is concluded that the correspondence between the conceptualizations of Schutz and Adler is sufficient for the FIRO-B to become a useful measuring tool in Adlerian psychology. (NB)

ED 322 519 CS 212 469

Dodd, Julie E.; And Others
High School Journalism Students' Attitudes toward Journalism as a Career: A Thirty Year Perspective.
PUB DATE- Aug 90
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (73rd, Minneapolis, MN, August 1-4, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Career Awareness; *Career Choice; Career Planning; Careers; *High School Students; *Journalism; *Journalism Education; Questionnaires; *Student Attitudes
IDENTIFIERS- Journalism Research; Journalists; Scholastic Press Associations

This study was conducted to determine what factors attract high school students to journalism, how much students' attitudes toward journalism have changed since the late 1950s, and to suggest methods to encourage high school students to pursue journalism as a career. Subjects, 743 students attending the 1989 Florida Scholastic Press Association Convention, were given a questionnaire to determine how they evaluated journalism as a career choice. The questionnaire asked students how many were planning journalism careers, what their other top career choices were, and who and what primarily influences their perspectives on journalism. Students were asked to rank journalism with nine other career choices; results were compared with similar research carried out in the last 30 years. Current survey results indicated that students ranked "journalist" as number one in terms of interest of work. This indicates that students who choose journalism as a career continue to do so with an awareness of economic realities; they base their decision on journalism as an interesting and useful career. With high school journalism students, journalism continues to be the first choice in terms of career choices. Over 30 years, there is some indication of a modest increase in the number of high school journalism students planning a career in journalism. Involvement in high school publications continues to be the major influence of their decision to go into journalism. Students reported early career decisions to pursue journalism. (Seven tables of data are included.) (MG)

ED 322 594 EA 022 095

Schimmer, John, Jr.
Improving the Quality of the Team Visits through the Development of a Training Program for Chairpersons and Team Members.
PUB DATE- Sep 89
NOTE- 189p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Accreditation (Institutions); Elementary Secondary Education; *Professional Associations; *Regional Programs; *Staff Development; *Training
IDENTIFIERS- *Association of Christian Schools International
This report describes the strategies of a young accrediting association in identifying, developing, and implementing a training program designed to help chairpersons and team members prepare for, and participate in, a school accreditation visit. The problem arose when the National Accreditation Commission of the Association of Christian Schools International determined that the schools would be better served if the accreditation program became more regionalized and the regional commission had more direct control over the program. A preliminary analysis indicated that the training program provided for both chairpersons and team members had been insufficient and ineffective. Chairpersons relied on their own background of accreditation experience and team members were receiving dissimilar instructions because there was no prescribed training program. Research revealed that most team members lacked adequate knowledge of the association's standards and policies. The study included a critical review of all past records and documents, including previous accreditation visits and team reports, a survey of former team members, a literature review, and interviews with knowledgeable accreditation experts. As a result of this study, the association's policies, standards, and procedures for accreditation were documented; a training program was developed; and a chairperson's manual was prepared that contained forms and instructions for all stages of the process, including guidelines for writing a team report and a sample team report. (Appendices listed in the table of contents are not included with this document.) Included are 47 references. (MLH)

ED 322 608 EA 022 122

Lash, Andrea A.; Kirkpatrick, Sandra L.
New Perspectives on Student Mobility. Final Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 30 Mar 90
NOTE- 173p.; Report prepared in collaboration with the Office of Curriculum and Instructional Services, Sacramento County Office of Education, California.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- Adjustment (to Environment); Attendance; Decision Making; Educational Mobility; Elementary Secondary Education; Enrollment; Enrollment Trends; Institutional Characteristics; Instructional Development; Integrated Activities; Migrant Youth; *Migration; *Migration Patterns; Needs Assessment; Orientation; Principals; School Demography; Social Integration; Special Needs Students; Stopouts; Student Characteristics; Student Evaluation; *Student Mobility; Student Participation; Teacher Attitudes; Teaching Methods; Transfer Policy; Transfer Students
A basic assumption about school enrollment is that classrooms are stable over the school year. Patterns of student mobility, teacher strategies for student orientation, teacher perceptions of mobile students, the effects of student mobility on principals' decision making, and the relationship between principals' decisions and student population type are described in this paper. Eight Sacramento area schools serving four different student populations--agricultural, military, urban, and stable--were studied. Findings indicate that a significant number of students move frequently enough to impact students, teachers, and schools. Unlike research on migrant students, little acknowledgment of student mobility and its effect on the educational system exists in current literature. Problems related to student mobility are inconsistent curricula, difficulty of student needs assessment, and the primary assignment of responsibility to teachers. Unlike migrant student research, little acknowledgment of student mobility and its effect on the educational system exists. Recommendations are made concerning patterns of student mobility, classroom strategies, teacher perceptions, and effects of student mobility on principals' decision making. Figures and tables highlight the research results. An extensive bibliography and appendices containing the survey and interview instruments are included. (LMI)

ED 322 622 EA 022 141

Effects of Open Enrollment in Minnesota. ERS Research Digest.
Educational Research Service, Arlington, Va.
PUB DATE- Jun 90
NOTE- 7p.
AVAILABLE FROM- Publication Sales, Educational Research Service, 2000 Clarendon Blvd., Arlington, VA 22201 (Stock No. 217-00040; $6.00 prepaid plus $.50 postage and handling).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *Open Enrollment; *Parent Participation; Program Evaluation; *Public Schools; *School Choice; *State Action
IDENTIFIERS- *Minnesota

In recent years, many policy makers, including officials in the Federal Government and the National Governors' Association, have advocated public school choice as the answer to the problems of public education. In 1987, Minnesota was the first state to pass legislation implementing a statewide, interdistrict, open enrollment plan for public schools. Today more than 20 states have either passed choice legislation or are considering such action. This Research Digest summarizes the findings of "Open Enrollment Study: Student and District Participation 1989-90," a working paper prepared by the Minnesota House of Representatives Research Department that assesses the early results of the Minnesota open enrollment program. Findings show that student enrollment in Minnesota has been very limited. In 1989-90, less than .5 percent of the total Minnesota K-12 student population participated in open enrollment, although 96 percent of the state's student population lived in participating districts. Only 20 percent of students citing a reason for transferring under open enrollment mentioned academic opportunity or a specific academic program. Over 40 percent of the reasons given were related to convenience or geographic proximity factors. Most schools have not experienced a significant enrollment change. Of the 343 participating districts, 75 percent experienced less than a 1 percent change in total enrollment because of the open enrollment program. Only 12 districts experienced an enrollment change of more than 50 students. Open enrollment has potential as a tool for influencing district policies and decisions, as may be seen in a situation that developed in the Mountain Iron-Buhl School District. (Four references) (MLH)

ED 322 665 EC 231 851

Rocklage, Lynne A.; Benson, Bjorn, Ed.
Total Integration: Young Children Learning Together. A Three Year Research Study of the CTL Preschool Program, Center for Teaching and Learning, University of North Dakota.
North Dakota Univ., Grand Forks. Center for Teaching and Learning.
PUB DATE- Apr 90
NOTE- 224p.; Paper presented at the Annual Convention of the Council for Exceptional Children (68th, Toronto, Ontario, Canada, April 23-27, 1990). The University of North Dakota Faculty Research Committee provided partial funding.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Evaluation; *Disabilities; Educational Diagnosis; *Mainstreaming; Parent Attitudes; *Preschool Curriculum; Preschool Education; Preschool Evaluation; Psychomotor Skills; Questionnaires; *Regular and Special Education Relationship; Speech Skills
This study investigated effects of total integration on manifest behavior and skill development of young handicapped and nonhandicapped children (N=148 of each) and their families. A secondary focus was to delineate and describe the program curricula and structure of the Center for Teaching and Learning (University of North Dakota) preschool program. Primary data sources were the Child Application Form and Background Information Form completed upon each child's entry, periodic developmental assessment, and a family questionnaire assessing satisfaction with the program and similar attitudes. The program is described in depth, including training experiences for high school, undergraduate, and graduate students, as well as family profiles and outcomes for children's skills in fine and gross motor activity, speech/language, general knowledge and preacademic preparation. Results indicated numerous benefits in terms of skill gains and social integration for both handicapped and nonhandicapped participants and high degrees of enthusiasm from participant families. Contains about 110 references. (PB)

ED 322 680 EC 231 868

Murphy, Linda; Della Corte, Suzanne
Focus on Grandparents.
PUB DATE- Apr 90
NOTE- 9p.
AVAILABLE FROM- Lindell Press, Inc., P.O. Box 462, South Salem, NY 10590 ($20.00 per year, $3.75 per issue).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Child Rearing; Children; *Disabilities; Family Life; *Family Relationship; *Grandparents; *Grief; Infants
Following the birth of a handicapped child, both parent and grandparent experience similar feelings of consternation, shock, and grief. The grandparents' reaction is double, however, as they suffer not only for the newborn but for their own child's pain as well. This article focuses on dealing with grief and its stages, including numbness, denial, anger, guilt, blame, depression, anxiety, and acceptance. Suggestions are offered on developing fulfilling relationships between parent and grandparent, and between grandparent and grandchild; and the best ways for the grandparent of a special grandchild to provide support. Tips for parents include being honest, asking for help, and educating the grandparents. Tips for grandparents include using leisure time to the grandchild's best advantage and providing gifts appropriately. (JDD)

ED 322 318 CE 055 345

Copa, George H.; Tebbenhoff, Edward
Subject Matter of Vocational Education: In Pursuit of Foundations.
National Center for Research in Vocational Education, Berkeley, CA.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jun 90

NOTE- 85p.
GRANT- V051A80004-89
AVAILABLE FROM- NCRVE Materials Distribution Service, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455 (order no. MDS-094).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Course Content; Curriculum; *Educational Change; *Educational Research; *Foundations of Education; Interdisciplinary Approach; Postsecondary Education; Secondary Education; *Vocational Education

This report is a product of the first phase of a multiyear program of research addressing the subject matter of vocational education. It presents a synthesis of the deliberations of a study group on the nature of vocational education conducted over a 4-month period by representatives from a variety of academic disciplines and professional fields. Following an explanation of the strategy for approaching the subject matter and an analysis of conversations about foundations, synthesized versions of three presentations made to the study group by three resource persons are provided. The presentations are: "Vocational Education Enterprise" (Gene Bottoms); "Vocational Development and Vocational Education" (Ed Herr); and "Educational Reforms and Vocational Education" (Harry Silberman). The next two sections are called, respectively, "Outsiders' Perspectives on Foundations of Vocational Education" and "Insiders' Perspectives on Foundations of Vocational Education" and these consist of the comments of study group members who are either outside or inside the field of vocational education. "Outsiders" represented are Darrell Lewis, Roger Stuewer, Caroline Turner, David Noble and Robert Beck; "insiders" are Jerry McClelland, David Bjorkquist, George Wardlow, and George Copa. The final chapter presents the synthesis across all sessions of the study group and outlines the major questions and suggested line of response for pursuing the description and organization of the subject matter of vocational education from a foundational perspective. (KC)

ED 322 359 CE 055 481

Small Engines and Outboard Marine Mechanics Curriculum.
Alaska State Dept. of Education, Juneau. Div. of Adult and Vocational Education.
PUB DATE- 88
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Competence; *Competency Based Education; *Course Content; Course Descriptions; *Curriculum Development; Educational Resources; Engines; Marine Technicians; Postsecondary Education; Secondary Education; Skilled Occupations; *Small Engine Mechanics; State Curriculum Guides; Teacher Role; Vocational Education Teachers

IDENTIFIERS- *Alaska; *Marine Equipment

This competency-based curriculum guide is a handbook for the development of small engine and outboard marine mechanics programs. Based on a survey of Alaskan small engines and marine mechanics employers, it includes all competencies a student should acquire in such a mechanics program. The handbook stresses the importance of understanding the principles associated with the various components of small engines and outboard marine mechanics. Units begin with definitions of terms and principles so that students will have conceptual frameworks upon which they may develop a complete perspective for working in the field. The handbook is organized in these seven sections: (1) the concept of competency-based curriculum and the role of vocational educators in curriculum planning, implementation, and evaluation; (2) the hierarchy of small engines and outboard marine mechanics competencies; (3) competencies and tasks for the following subjects--employability skills, laboratory safety and shop procedures, tools and equipment, internal combustion engines, engine design and structure, cooling and lubrication systems, fuel systems, electrical systems, exhaust and emissions, engine overhaul/repair, troubleshooting and maintenance, power transmissions, brakes and safety, and marine engines and boat rigging; (4) course descriptions to assist school districts in developing their vocational programs; (5) curriculum analysis matrices to be used to determine competencies for specific small engines and outboard marine mechanics courses; (6) a sample skills card for evaluating and recording student progress; and (7) information on resources and specific materials available in Alaska and the rest of the nation. (KC)

ED 322 462 CG 022 735

Stasica, Edward R.
Health Cost Containment, Wellness, and the 1990s.
PUB DATE- Jul 90
NOTE- 10p.; Paper presented at the Annual Conference of the National Wellness Institute (15th, Stevens Point, WI, July 15-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Employees; Employers; Fringe Benefits; *Health Care Costs; Health Insurance; *Health Promotion; Health Services; Preventive Medicine
IDENTIFIERS- *Cost Containment

Virtually every employer has it in their power to reduce their employee health care costs by 10-20 percent or more. The solution to the rising health care costs problem is a total health care system. Most cost savings potential will be centered in three areas: control of wasteful and often harmful use of the health care system; provider price negotiation; and cost avoidance through well-designed health promotion/wellness programs. Health promotion/wellness programs include: smoking policies and cessation programs; alcohol and drug abuse programs; high blood pressure and cholesterol screening and control programs; cancer screening; back injury prevention programs; automobile/industrial accident prevention; and stress management. The wellness programs of the future will be even more cost-beneficial than those of the past as quantitative, systematic design is utilized. Two issues have unnecessarily impeded wellness program implementation: funding and payback. Most companies have the potential to generate from $100 to $500 per employee annually from cost savings through truly comprehensive management of their current health benefit expenditures. Initial investments in appropriate well-targeted health promotion/wellness programs can yield substantial savings in health costs for many years to come. (ABL)

ED 322 476 CS 010 171

Cairney, Trevor H.
Text Meets Text, Reader Meets Writer.
PUB DATE- Nov 89
NOTE- 17p.; Paper presented at the Annual Meeting of the National Reading Conference (39th, Austin, TX, November 28-December 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Classroom Research; Foreign Countries; Grade 1; Naturalistic Observation; Primary Education; *Prior Learning; Reading Research; *Reading Writing Relationship; Student Writing Models; Text Structure; Writing Research
IDENTIFIERS- *Childrens Writing; *Intertextuality; Literacy Events; Text Factors
A naturalistic study (last of a three-part project) investigated how the reading and writing of children was affected by previous textual experiences. Subjects, first-grade students in one of seven classes in a small independent Christian school, were observed for about 2 hours weekly during their language period. Data consisted of detailed field notes, unstructured and structured interviews with the teacher and her students, personal journals of the researcher and the teacher, and the collection of literacy artifacts. Results indicated that (1) the writing of young children is influenced by texts that have been read to them; (2) intertextual ties were often made consciously, but sometimes occur unconsciously; (3) there were no strong ability differences; and (4) intertextuality is a richly social phenomenon in that it is not simply a cognitive process involving the utilization of background knowledge to produce a new text. (Thirteen figures consisting of samples of students' writing are included; 25 references are attached.) (RS)

ED 322 505 CS 212 434

Berkove, Lawrence I.
New Old Additions to the American Canon.
PUB DATE- Apr 90
NOTE- 16p.; Paper presented at the Annual Meeting of the College English Association (Buffalo, NY, April 5-7, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Authors; Higher Education; Literary History; Literature Appreciation; *Periodicals; Research Needs; *United States Literature
IDENTIFIERS- *Literary Canon; Literary Magazines
The present expansion in the American literary canon has largely overlooked one of the richest sources for new material: authors who were known and respected in their own time but have been unjustly neglected or forgotten, and important literary material which is either unknown or forgotten because it exists only in back issues of unexplored periodicals. American literary periodicals constitute not only an important underutilized resource but one which must be systemically developed if American literary scholarship is to avoid preciosity. The American canon cannot be complete until a more systematic search is carried out for "new" lost or forgotten works by known authors, and for "new" old authors who have been accidentally or mistakenly lost and forgotten. Research and study must be undertaken not just for major authors but also for neglected authors of merit. (Sixteen notes are included.) (RS)

ED 322 534 CS 212 484

Olson, Lyle D.
The Effect of News Writing Instruction in English Composition I on The Writing Performance and Attitudes of Students.
PUB DATE- Aug 90
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (73rd, Minneapolis, MN, August 1-4, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Research/Technical (143)
DESCRIPTORS- College English; *Freshman Composition; Higher Education; *News Writing; Skill Development; Teaching Methods; Writing Across the Curriculum; *Writing Apprehension; *Writing Attitudes; Writing Research; Writing Skills; *Writing Strategies
IDENTIFIERS- Purpose (Composition); Writing Development
This study examined the effect of news writing instruction in freshman composition to determine whether the diversity of instruction would result in improved writing performance and attitudes of students. Data were gathered from 71 students at a private Oklahoma college randomly assigned to three control groups (taught by a traditional approach) and one treatment group which received one-half semester of news writing instruction. Subjects were given pre- and post-semester tests consisting of a placement test, a writing exercise, and a questionnaire which included the Geer Fear Survey measuring students' self-assessment of their ability, attitude, motivation, and practicability. Writing instructors used a holistic grading scale to grade the essay portion of the tests. Results revealed no significant difference between the treatment and control groups for six of the seven factors examined--anxiety; self-assessment; motivation; attitude; grammar and mechanics; and writing skills. Results, however, did reveal a significant difference in the students' perception of the practicality of the writing instruction they received for work after college. More research, especially longitudinal evaluation, is called for to measure these seven factors more conclusively. (Twenty-nine references are attached.) (KEH)

ED 322 549 CS 507 237

Etheridge, Chuck
Orbits of Grotesques in John Guare's "The House of Blue Leaves."
PUB DATE- Apr 90
NOTE- 15p.; Paper presented at the Annual Meeting of the College English Association (Buffalo, NY, April 5-7, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Characterization; *Drama; *Figurative Language; *Playwriting
IDENTIFIERS- Dramatic Theory; *Guare (John); Playwrights

In conventional drama, circularity is a positive thing, a return to the beginning, a symbol of the cyclical, generative nature of life. Part of John Guare's intent in his post-Absurdist play, "The House of Blue Leaves," is to help establish a new theatrical aesthetic by violating theatrical convention. For Guare, circularity is not a symbol of regeneration but of stasis. His major characters are all trapped in orbits around an absent or feeble star (an appropriate metaphor because the two people these main characters flutter around are public figures, or "stars"). In Guare's vision, the dilemma of all the grotesque characters is the dilemma of all Americans, caught in a culture that "lures people to pursue dazzling dreams frantically." In Guare's new theatrical aesthetic, it is linearity, the ability to break the circle and continue along one's own independent path, that represents new hope and regeneration. (RS)

ED 322 564 EA 021 794

Elenbogen, Janet C.; Hiestand, Nancy I.
Shared Decision Making in Local School Planning: An Urban School System's Experience.
PUB DATE- 89
NOTE- 80p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Administrator Attitudes; Attendance; *Contingency Management; *Cooperative Planning; Elementary Secondary Education; *Participative Decision Making; Predictor Variables; Productivity; Public Schools; School Administration; *School Demography; School Effectiveness; School Size; Teacher Attitudes; *Urban Schools
IDENTIFIERS- *Chicago Public Schools
The practices and perceptions of a shared planning team decision-making model and the effects on student achievement and attendance are examined in this study. Survey results, test scores, and background data on schools were utilized to analyze the relationships among the degree of shared decision-making and planning effectiveness ratings, student attendance, and mathematics and reading achievement to compare participant perceptions of the model and to determine the strength of predictor variables. A questionnaire was administered to a sample of 242 elementary and high school teachers, principals, and assistant principals in a larger urban school district (Chicago, Illinois), which yielded an approximate 75 percent response rate. Seventy-two percent of the respondents were teachers. Findings indicate that schools that ranked midrange on a shared decision-making index made greater gains in student mathematics and reading attendance than did higher or lower ranking schools. Shared decision-making was not found to be a significant predictor of student achievement and attendance; however, the percent of low income students was a powerful predictor. Higher ranking schools were more likely to have planning teams and more comprehensive curricula and to report improved communication and morale. Although current school-based management encourages increased shared decision-making, more participation may not be effective. Contingency theory is therefore useful in predicting the impact of planning models on student outcomes. An extensive bibliography, statistical tables, and a copy of the questionnaire are included. (LMI)

ED 322 637 EA 022 165

Empowering Staff in an Organization: Making the Most of Human Resources in the New York State Education Department. Summary and Recommendations.
New York State Education Dept., Albany.
PUB DATE- 90
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- Career Development; Collegiality; Elementary Secondary Education; Government Employees; *Human Resources; Incentives; Institutional Mission; Labor Force; Motivation; *Organizational Effectiveness; Participative Decision Making; Personnel Management; Productivity; Quality of Working Life; Resource Allocation; *Staff Development; Staff Utilization; *State Departments of Education; Teamwork
IDENTIFIERS- *New York State Education Department

The identification of strategies for the improvement of individual and organizational effectiveness is the purpose of this task force summary report. Methodology involved passive and active needs assessment techniques. Over 200 New York State Education Department employees voluntarily participated in quality circles, the active component, and a written questionnaire, the passive component. The task force proposes five interrelated human resource strategies for organizational, management, career, and employee development; and cultural diversity. A section on each strategy includes a discussion and an outline of proposed long-range action plans. Recommendations include the establishment of an Office of Human Resource Planning and Development and a Media and Materials Development Center, recruitment of staff volunteers, and realistic financial resource allocation. (LMI)

ED 322 651 EC 231 836

Fleisher, Samuel; Tannenbaum, Gloria P.
Educational Assessment: A Tool To Enhance Education.
PUB DATE- 16 Mar 89
NOTE- 49p.; Paper presented at the Annual Conference of the Orton Dyslexia Society (New York, NY, March 15-17, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Educational Planning; Elementary Secondary Education; *Evaluation Methods; *Learning Disabilities; *Student Evaluation; Test Selection; Test Use

The paper looks at purposes of educational assessment of children with learning disabilities, assessment of the whole child, the plan for an assessment battery, the nuances of carrying out the assessment, and communication of the results to maximize appropriate follow up. Assessment purposes identified include screening, determining eligibility, and program planning. The importance of assessing the whole child--physically, intellectually, emotionally, and socially--is emphasized, and specific instruments are suggested to assess each of these areas. The assessment battery should be chosen for its usefulness in developing an educational plan. A sample language evaluation would examine spoken versus written language, and the student's use of phonology, morphology, and syntax. Guidelines for assessing reading and mathematics are discussed as are appropriate tests. Also briefly discussed is public versus private assessment and the importance of presenting the assessment report from a proactive position of helpfulness both to the parents and to the student. Numerous references to a handout with key points and examples of student assessment problems are included in the paper and the handout itself is appended. (DB)

ED 322 293 CE 055 187

Hellman, Linda
Pima County Workplace Literacy Partnership Grant. Final Report. November 1, 1990-March 31, 1990.
Pima County Schools, Tucson, Ariz.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE- 31 Mar 90
NOTE- 80p.
GRANT- V198A80
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Cooperative Programs; *Dislocated Workers; *Education Work Relationship; *English (Second Language); *Functional Literacy; Labor Force Development; Language Proficiency; Limited English Speaking; Literacy Education; Outcomes of Education; Pretests Posttests; *School Business Relationship; Test Wiseness; Vocational Education
IDENTIFIERS- *Arizona (Pima County); *Workplace Literacy

The Workplace Literacy Project conducted in Pima County, Arizona, provided workplace literacy training for 161 trainees at 8 worksites and 3 off-site locations. Worksites included industrial and service employers. Support services, including child care, transportation, educational counseling, and tutoring, were made available to participants although they were not heavily used. Outcomes of the project included the following: (1) 77 percent of participants completed project activities; (2) many noncompleters were laid off; (3) participants showed gains in basic skills, math, and test-taking; (4) employees gained confidence; and (5) employee morale was higher. When two of the three original employers participating went out of business or drastically reduced their work force early in the project, other sites were recruited. Many of the participating sites have decided to continue their literacy efforts, despite a lack of federal funding. (Samples of specific company curricula, specific company lessons, pre- and post-assessments and score sheets, a student progress report, a supervisor needs assessment, supervisor evaluations, student class evaluations, and recruitment flyers are included in the appendix.) (CML)

ED 322 305 CE 055 288

Faraday, Sally; Harris, Richard
Learning Support. A Staff Development Resource Pack for Those Working with Learners Who Have Special Needs. User's Guide.
Further Education Unit, London (England).; Skill: National Bureau of Students with Disabilities, London (England).; Training Agency, London (England).
PUB DATE- 89
NOTE- 23p.; In: Learning Support. A Staff Development Resource Pack for Those Working with Learners Who Have Special Needs; see CE 055 287.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Continuing Education; Educational Improvement; Foreign Countries; Guides; *Inservice Teacher Education; Mainstreaming; *Needs Assessment; Peer Counseling; Postsecondary Education; *Program Development; Program Evaluation; *Special Needs Students; *Staff Development; Training
IDENTIFIERS- *Great Britain

This guide explains how to use an 11-unit resource pack designed to help trainers and postsecondary and continuing education staff meet the needs of special needs students in Great Britain. The pack aims to enhance the knowledge, skills, attitudes, and confidence of staff working with special needs students; indicate how staff and learners may assist the processes of integration and progression; and provide a flexible, process-oriented approach to staff training. The guide lists the titles of the other 10 units in the pack, explains the pack's purpose, audience, and organization, and defines what is meant by "special needs." The following processes and roles are then discussed: (1) staff development; (2) the staff development facilitator's role; (3) identifying staff needs through structured interviews and self-profiling, peer counseling, group questionnaires, and course team assessment; (4) analyzing the identified staff needs by using sign-posting and other techniques; (5) planning training sessions; (6) implementing and evaluating training sessions; and (7) supporting staff development. The document concludes with a guide to the layout, symbols and abbreviations used in the pack. (ML)

ED 322 331 CE 055 418

The Education Reform Act 1988. Basic Skills and Schemes of Delegation.
Adult Literacy and Basic Skills Unit, London (England).

REPORT NO.- ISBN-1-870741-09-9
PUB DATE- Jul 89
NOTE- 24p.; For a related document, see ED 305 486.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Adults; Basic Skills; Educational Legislation; *English (Second Language); Foreign Countries; Functional Literacy; *Limited English Speaking; *Literacy Education; *Second Language Programs
IDENTIFIERS- *Education Reform Act 1988 (England)

The Adult Literacy and Basic Skills Unit (ALBSU) analyzed draft plans, required by the Education Reform Act 1988, from about 40 percent of the local education authorities (LEAs) in England and Wales to identify basic skills and English for speakers of other languages (ESOL) provisions for adults. Topics of concern were the maintenance of programs at existing levels and the possibilities for further development of the programs. Most plans received attempted to take account of basic skills and ESOL provision, although a minority did not. In addition to the analysis of the draft plans, this booklet illustrates some of the emerging patterns adopted by LEAs. The conclusion is reached that it is possible to strengthen adult literacy, basic skills, and ESOL provision in the plans and provide a firm base for future development. (CML)

ED 322 388 CE 055 578

Cowperthwaite, Peter, Ed.; And Others
Access in Action. Breaking down the Barriers.
National Inst. of Adult Continuing Education, Leicester (England).
SPONS. AGENCY- Department of Education and Science, London (England).; Training Agency, London (England).
PUB DATE- Oct 89
NOTE- 27p.; A publication of the REPLAN Programme. For related documents, see CE 055 576-581.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Access to Education; Adult Education; *Ancillary School Services; Disabilities; *Educational Discrimination; Educationally Disadvantaged; *Educational Opportunities; Foreign Countries; Models; Poverty; *Relevance (Education); Student Financial Aid; *Student Recruitment
IDENTIFIERS- *England
This booklet, developed by the Southampton (England) Adult Education Panel, provides a demonstration of how the barriers to education and training that confront disadvantaged adults can be overcome. It identifies 16 barriers to access as follows: money; value dominance in race, gender, or social class; child care; physical disability; bureaucracy; timing; information; language in publicity; language in learning; previous education; location; ownership of resources; previous experience; lack of confidence; inappropriate structure of courses; and irrelevant content. Case studies of programs where each of these barriers are overcome are provided. Each case study gives the background, identifies the main barrier, lists other associated barriers, describes how the barriers were tackled, and describes the outcomes of the project. Key points are summarized and an information contact provided. A framework for looking at access opportunities identifies a provider model and a user model. Four stages for influence and action in developing strategies to improve access opportunities to education are identified as follows: individual action involving a change of individual attitudes to learners; institutional action involving institutional reorientation without extra resources; institutional action requiring extra resources; and wider policy and curricular action involving fundamental changes in institutional attitudes, policy, and resources. (CML)

ED 322 491 CS 010 195

Osborn, Jean; Decker, Karen
Ancillary Materials--What's Out There? Technical Report No. 507.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 90
NOTE- 46p.; Some of the material in the attached examples may not reproduce clearly.
CONTRACT- G0087-C1001-90
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Language Arts; Layout (Publications); Learning Activities; Programed Instructional Materials; Reading Instruction; Reading Material Selection; *Reading Programs; Sciences; Skill Development; Social Studies; *Textbook Evaluation; Textbook Research; *Workbooks
IDENTIFIERS- Textbook Design

A study examined the new editions of four of the best-selling reading programs along with workbooks of several different publishers of social studies, science, and language arts programs. An analysis was carried out of the types of tasks found in workbooks and the content of the tasks. Results indicated that the workbooks contain numerous and variable tasks or format types, but that the formats are common across subject matter and grade levels. The study hypothesized that to be successful completing workbook tasks, students must be able to understand, manipulate, and handle large numbers of workbook formats. The study also hypothesized that students who develop this skill are cognizant of some aspects of workbooks that are described under the label, "workbook genre." The study proposed that workbooks be improved so that teachers and students can benefit from their intended effects. (Two tables of data are included, and 23 example workbook pages are attached.) (Author/MG)

ED 322 579 EA 022 057

McHenry, Effie
What Research Says about School Reform, School Management and Teacher Involvement.
PUB DATE- May 90
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Community Control; Community Involvement; *Decentralization; Elementary Secondary Education; Governing Boards; Organizational Change; Parent Participation; *Participative Decision Making; *School Based Management; School District Autonomy; School Districts; *School Restructuring; Teacher Attitudes; Teacher Influence; Teacher Participation
IDENTIFIERS- *Chicago Public Schools IL
A review of the literature on school reform and successful restructuring efforts, with a focus on the decentralization of the Chicago public school system, is the purpose of this paper. Under new legislation, the Chicago Board of Education will be disbanded to encourage citizen control of schools, and will be replaced by a system of individual schools with elected governing councils. Recommendations are made for implementing increased citizen and teacher input in the decision-making process. An extensive bibliography is included. (33 references) (LMI)

ED 322 403 CE 055 599

Staudinger, Ursula M.
The Study of Life Review. An Approach to the Investigation of Intellectual Development across the Life Span. Studien und Berichte 47.
Max-Planck-Institut fuer Bildungsforschung, Berlin (West Germany).
REPORT NO.- ISBN-3-608-98252-3; ISSN-0076-5627
PUB DATE- 89
NOTE- 217p.
AVAILABLE FROM- Verlag Klett-Cotta, Rotebuehlstrasse 77, 7000 Stuttgart 1, West Germany.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ability Identification; Adults; *Age Differences; *Aging (Individuals); *Developmental Stages; Females; Foreign Countries; Intellectual Development; *Intelligence; *Intelligence Differences; Older Adults
IDENTIFIERS- *Life Review Task; *West Germany; Wisdom
A study looked for age differences in the quality of responses to the Life Review Task (LRT), studied the LRT itself as a tool for exploring wisdom and intellectual functioning in adulthood, and considered personality characteristics and life experience as alternative predictors of response quality. Sixty-three West German women of different ages were asked to think aloud as they constructed the life review for a fictitious woman who was either young, middle aged, or old. The women were aged 25-35, 45-55, and 65-75. Verbatim transcriptions of the protocols were rated on six theorized indicators of a "wise" response: (1) good, insightful judgment and advice about difficult life problems; (2) rich knowledge about life; (3) rich knowledge about life review; (4) contextual thinking; (5) relativistic thinking; and (6) thinking that acknowledges the uncertainties of life. Twelve raters were trained to evaluate the quality of responses against an ideal "wise" person. Overall, only a small number of wise protocols

(responses given a top rating on all six scales) were present in the sample. Age differences were minimal, with old subjects not rated significantly lower than middle-aged and young subjects on any of the wisdom-related scales. Old subjects were rated significantly higher than young subjects on the scale for "thinking that acknowledges the uncertainties of life." The study suggests that there is some empirical ground for the adoption of a more balanced view of aging than the one currently prevalent. (Includes 14 pages of references, 21 tables, 8 figures, and appendices in German on the life review interview, rater training, and rating tools.) (CML)

ED 322 417 CG 022 688

Hoyenga, Katharine I.; Richert, Alphons J.
Differences in Cognitive Structure as a Function of Level of Stereotyping of Women.
PUB DATE- May 90
NOTE- 30p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (62nd, Chicago, IL, May 3-5, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Structures; College Students; Community Colleges; *Females; Higher Education; *Sex Stereotypes; *Student Attitudes; Two Year Colleges; Two Year College Students
This study examined the manner in which people who differed in degree of stereotyping of women organized sets of gender-relevant information. The Gender Expectancies (GE) measure was used to assess degree of stereotyping. Cognitive organization was assessed in two ways. First, principal component factor analyses using a varimax rotation were done on the item likelihood ratio scores from the GE. Second, cluster analyses were performed on the Evaluation, Potency, and Activity scores derived from a semantic differential based on 15 scales. Subjects in the factor analytic study were 471 students from a university and a community college: 101 high stereotypy males, 101 low stereotypy males, 134 high stereotypy females, and 135 low stereotypy females. A subset of 32 males and 53 females participated in a cluster analytic study. The data strongly suggest that individual differences in stereotyping of women are not simply a matter of degree of endorsement of a particular perception of women as a group. There appear to be important differences in how information regarding gender of persons and roles is organized by persons high and low in degree of differentiation of women from the population. The findings suggest that individual differences in stereotyping can be understood as qualitative differences in the cognitive organization of information about the sexes as well as quantitative differences in attribution of a particular quality to women. (NB)

ED 322 432 CG 022 704

Child Abuse and Neglect: Critical First Steps in Response to a National Emergency. Key Excerpts.
United States Advisory Board on Child Abuse and Neglect, Washington, DC.
PUB DATE- Aug 90
NOTE- 38p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Congressional Sales Office, Washington, DC 20402 (stock no. 017-092-00104-5, $7.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Child Abuse; *Child Advocacy; *Child Neglect; Child Welfare; Family Problems; Federal Legislation; Government Role; *Prevention
IDENTIFIERS- Child Abuse Prevention and Treatment Act; Child Protection Services

The U.S. Advisory Board on Child Abuse and Neglect was established under provisions of the 1988 Amendments to the Child Abuse Prevention and Treatment Act (P.L. 100-294). The mission of the Board is to evaluate the nation's efforts to accomplish the purposes of the Act and to make recommendations on ways in which those efforts can be improved. This document is a summary of the Board's first report. In Part I of the report, the Board declares a national emergency, describes the process it went through in determining how to respond to the emergency, and characterizes the response. Part II also contains the Board's description of the nation's public- and private-sector attempts to protect children from maltreatment. These topics are discussed: scope and complexity of the problem of child abuse and neglect and the relationship of the problem to changes in family and community life; nature of the child protection system, including the role of the private sector in the protection system; the crisis in the child protection system and the relationship of government to the crisis; and a proposed program of reform. In the final part of the report, thirty-one recommendations for change are made in these areas: (1) recognizing the national emergency; (2) providing leadership; (3) coordinating efforts; (4) generating knowledge; (5) diffusing knowledge; (6) increasing human resources; (7) providing and improving programs; and (8) planning for the future. (ABL)

ED 322 550 CS 507 238

Hsu, Mei-Ling
Packaging the News: Propaganda Model Revisited and the Implications for Foreign Affairs Coverage.
PUB DATE- 20 Jun 90
NOTE- 23p.; Paper presented at the Annual Meeting of the International Communication Association (40th, Dublin, Ireland, June 24-28, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; *Ideology; Journalism Education; *Mass Media Role; Media Research; Models; *News Media; *News Reporting; Persuasive Discourse; Political Attitudes; *Propaganda; Public Opinion; Social Theories
IDENTIFIERS- *Media Coverage; Media Government Relationship
This research review explores the propaganda model proposed by E. S. Herman and N. Chomsky (1988) as an alternative way of looking at the American news media. The study begins with a review of the theoretical assumptions and the supporting empirical findings highlighting the propaganda framework, following which is a synthesis of research literature in relation to Herman and Chomsky's model from the perspectives of ideological mobilization and of journalistic routines. The review also discusses the strengths and drawbacks of the criticisms of the model, drawing attention to the inherent weaknesses of the propaganda assumptions. Further, the review discusses implications for studying foreign affairs coverage in the U.S. news media, and presents a set of suggestions as to how future research in this area can be conducted. Five notes are included, and 51 references are attached. (SR)

ED 322 681 EC 231 869

Murphy, Linda; Della Corte, Suzanne
How To Develop Coping Skills.
PUB DATE- Jun 90
NOTE- 9p.
AVAILABLE FROM- Lindell Press, Inc., P.O. Box 462, South Salem, NY 10590 ($20.00 per year, $3.75 per issue).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Rearing; *Coping; *Disabilities; Parent Child Relationship; *Parenting Skills; Skill Development
This article aims to strengthen the ability of parents of special needs children to function as stronger, more resilient parents by developing coping mechanisms. Coping mechanisms include allowing oneself to cry, dealing with anger, determining objectively the reasons for the anger, using anger constructively, finding support, becoming flexible, and taking charge of those life elements that are controllable. The article concludes with a section of "do's" and "don'ts." (JDD)

ED 322 332 CE 055 428

Vocational Education Success Stories: Benefiting Students.
Illinois State Council on Vocational Education, Springfield.
PUB DATE- 86
NOTE- 44p.; For related documents, see CE 055 429-430. Photographs will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Students; Community Colleges; *High School Students; *Outcomes of Education; Postsecondary Education; Program Effectiveness; Secondary Education; State Programs; Statewide Planning; *Success; Technical Education; *Vocational Education
IDENTIFIERS- *Illinois

This publication contains 19 one- or two-page profiles of Illinois vocational education students who have achieved success in their high school or community college programs and/or in work following completion of their vocational programs. The persons described succeeded in a variety of vocational fields, some of them with handicaps such as cerebral palsy, learning disabilities, mental retardation, mental illness, and physical handicaps. Others were adult students with families and full-time jobs, single parents of small children, older adults changing careers, and incarcerated persons. The profiles are written in the third person but many contain first-person accounts, along with testimony about the subjects by employers, teachers, and parents. The document also contains a short overview of vocational education in Illinois. (KC)

ED 322 345 CE 055 457

Reyer, Ronald
Emergency Procedure Training for Reactor Operators at the High Flux Beam Reactor for Brookhaven National Laboratory.
PUB DATE- 26 Apr 90
NOTE- 197p.; Master's thesis, New York Institute of Technology. Appendices contain some handwritten material which will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- Course Content; *Emergency Programs; Instructional Materials; *Material Development; Nuclear Power Plants; *Nuclear Power Plant Technicians; Nuclear Technology; *On the Job Training; Postsecondary Education; *Safety; *Teaching Methods; Technical Education; Units of Study
A project was conducted to analyze, design, develop, implement, and evaluate an instructional unit intended to improve the diagnostic skills of operating personnel in responding to abnormal and emergency conditions at the High Flux Beam Reactor at Brookhaven National Laboratory. Research was conducted on the occurrence of emergencies at similar plants, and existing instructional materials were obtained. An instructional unit for classroom training was designed using the instructional system design approach. The unit is organized in modules, each of which focuses on a task. Performance objectives, enabling objectives keyed to criterion-referenced measure, handouts, charts, tests, and answers to tests were prepared. The methods used may be useful to others who operate high-risk facilities and conduct emergency procedures training. (Extensive appendices contain the job task analysis, learning objectives, cognitive objectives and test items, class schedule, flipcharts, lesson plan, problem scenarios, question pool, lecture critique, supervisor examination, and a brief bibliography.) (KC)

ED 322 374 CE 055 536

Performance Guide for Planning, Implementing and Evaluating Vocational Special Needs.
North Dakota State Board for Vocational Education, Bismarck.
PUB DATE- Feb 84
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Community Resources; Cooperative Programs; Education Work Relationship; Eligibility; Guides; *Individualized Education Programs; Program Development; Program Evaluation; *Program Implementation; Referral; School Community Relationship; Secondary Education; *Special Needs Students; Standards; *Vocational Education
IDENTIFIERS- *North Dakota

Intended to guide the development or expansion of programs and services for North Dakota vocational special needs students, this document offers local school administrators and instructional and support staff a unified system for planning and delivering services. The document explains a series of 15 tasks to be carried out to develop or upgrade vocational special needs services at the local level. Tasks 1-3 address finding out whether there is need and support for vocational special needs services. Tasks 4-10 result in the identification of school and community resources, definition of services to be provided, and determination of how they will be delivered. Tasks 11-14 cover the development of policies and procedures directly related to serving students, including referral, eligibility, development and implementation of vocational plans, monetary services, and student progress. Task 15 addresses program evaluation and includes guidelines for process and product evaluation procedures. The document concludes with a 12-item bibliography, a list of proposed program standards for vocational special needs, a sample special needs follow-up report, and a sample vocational special needs enrollment report. (CML)

ED 322 447 CG 022 719

Thomas, Arthur H.; And Others
Self-Efficacy and Counseling Skills.
PUB DATE- 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Communication Skills; Competence; *Counselor Training; Graduate Students; Higher Education; *Interpersonal Communication; Masters Programs; *Outcomes of Education; Program Effectiveness; *Self Efficacy; Self Evaluation (Individuals); *Sex Differences; *Skill Development

Competence in interpersonal communication skills has been emphasized as a necessity among human service professionals and this emphasis has resulted in an increasing number of counseling psychology and counselor education programs including a course in interpersonal skills training as part of their curriculum. The purpose of this study was to explore whether participation in a counseling skills course can alter the trainees' self-efficacy beliefs such that they engage in these skills with greater confidence as measured by both trainees and instructors. Beginning master's level students (N=46) in counseling psychology were enrolled in a microcounseling laboratory course. Counseling trainees' self-efficacy appraisals and instructors' behavioral observations of the trainees were measured before and after their first masters level counseling skills course. The findings suggest that such training does make a difference in perceived self-efficacy. There was an increase in perceived self-efficacy for all skills and the perceived self-efficacy for those skills taught increased significantly more than for those skills not taught. These findings support the contention that the confidence level of students in performing counseling skills can be increased through training in general and through training in specific skills considered to be important by the counselor educator. The results also showed that males perceived higher levels of self-efficacy, both before and after the training, than did females. (NB)

ED 322 477 CS 010 172

Johns, Jerry L.
Research and Progress in Informal Reading Inventories (An Annotated Bibliography).
PUB DATE- 90
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Elementary Education; *Informal Assessment; *Informal Reading Inventories; Preservice Teacher Education; Reading Comprehension; *Reading Diagnosis; *Reading Research
IDENTIFIERS- Reading Behavior
This 90-item annotated bibliography contains material primarily published after 1977. The bibliography provides a readily available resource related to informal reading inventories (IRIs). The three sections of the document are: (1) basic information; (2) research; and (3) descriptive reports. The bibliography is designed to be useful to a diverse group of educators: teachers, researchers, and especially those involved in reading assessment or the preparation of prospective teachers. (RS)

ED 322 506 CS 212 435

Dodson, Charles Brooks
The Contemporaneity of the British Survey.
PUB DATE- Apr 90
NOTE- 13p.; Paper presented at the Annual Meeting of the College English Association (Buffalo, NY, April 5-7, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *English Literature; Higher Education; Introductory Courses; *Literary History; Literary Styles; *Literature Appreciation; *Reader Text Relationship; *Social Problems; *Student Attitudes; Teaching Methods
IDENTIFIERS- Great Britain; Literary Canon
The seeming remoteness of material studied in a British literature survey course can be frustrating for the teacher. Students may find little relevance in the story of Beowulf or the descriptions of Gulliver's voyages. However, instructors can highlight the contemporaneity of British literary texts by drawing parallels to modern times. For instance, Griselda's fate at the hands of a cruel husband in Chaucer's "Clerk's Tale" is similar to that of the modern battered wife, and Swift's "Modest Proposal" can be compared to the Nazis' final solution to the Jewish question in its blandness that masks a murderous intent. The writings of Byron, who himself was targeted by gossip befitting a modern-day superstar, reflect environmental concerns. Victorian works include discussions of such persistent problems as urbanization, economic injustice, and the mixed blessing of technology. The early twentieth-century poetry of Thomas Hardy invites consideration of such issues as homelessness and disaster (the Titanic's sinking and its modern counterpart in the explosion of the space shuttle Challenger). With a small amount of introduction, students begin to draw their own present-day analogies to issues raised in classic literature. The result is a survey course that is interesting for student and teacher alike. (SG)

ED 322 520 CS 212 470

Johnson, David M.
Word Weaving: A Creative Approach to Teaching and Writing Poetry.
National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-5822-6
PUB DATE- 90
NOTE- 187p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 58226-0015; $8.95 member, $11.95 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Classroom Techniques; *Creative Writing; Descriptive Writing; *Figurative Language; Literature Appreciation; Motifs; *Poetry; Reader Response; Reading Writing Relationship; Secondary Education; *Student Writing Models; Writing Instruction
IDENTIFIERS- Writing Functions

Offering activities for secondary school students and amateur creative writers, this book demonstrates how teachers can break out of "high culture" stereotypes that make students think poetry has no connection with real life. Part one discusses the essentials of poetry and the roles of poets from ancient oral cultures to the present. The four chapters in this section picture the reading and writing of poetry as a means of introspection through language and also as a way to discover a connection with a larger human community. Demonstrations illustrate how poetry expresses universals in terms of particulars, how it "shows" instead of "tells," and how a "live" metaphor differs from a "dead" one. The entire second section focuses on helping student poets find subject matter for their own writing. The eight chapters are in the form of a do-it-yourself handbook for amateur creative writers. The book's approach (read, respond, play with language) helps students use their imagination for more authentic expression and find subjects and ideas for poems in their everyday lives. Every chapter contains classroom activities, discussion questions, bibliographies of works cited, and student writing models. (KEH)

ED 322 580 EA 022 058

Settles, Ivan
How To Find a Job in School Administration. Marketing Yourself.
Association of California School Administrators.
PUB DATE- 87
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTORS- *Administrator Qualifications; *Administrators; *Administrator Selection; Career Planning; Contracts; Elementary Secondary Education; Employment Interviews; Employment Qualifications; Job Applicants; Job Application; Job Placement; *Job Search Methods; Negotiation Agreements; Personnel Data; Personnel Selection; Professional Personnel; *Resumes (Personal); *School Administration
Steps in the administrative job search, with a focus on marketing oneself, are described in detail in this guidebook. Topics of discussion are as follows: preparatory organization (getting started); defining one's priorities; writing a resume and letter of application; maintaining a placement file; surviving the screening and interview processes; contract negotiations; and the resignation process. Appendices include sample resumes and criticisms, commonly asked interview questions, and sources of position information. (LMI)

ED 322 595 EA 022 098

Jackson, Pamela B.
The Development and Implementation of a System-Wide Substitute Teacher Program.
PUB DATE- May 89
NOTE- 87p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Educational Improvement; Educational Innovation; Elementary Secondary Education; Reliability; *Substitute Teachers; Teacher Qualifications; Teacher Workshops; Teaching Skills
IDENTIFIERS- *Georgia
A favorable climate for developing and implementing a systematic substitute teacher program in the Ware County School System, which serves about 4,000 southeastern Georgia K-12 students, was created by mandates for the 1988-89 school year by the Georgia Board of Education. The program detailed within this document, written to comply with these new requirements, addresses the assignment of substitute teachers based on qualifications, the consistency of substitute teacher selection processes from school to school, and the initial inservice training for substitute teachers. Adopted by the Ware County School Board Members in August 1988, the program requires principals to select substitute teachers from an approved list issued by the county office; substitute teachers on that list have been ranked according to priority classifications based on their educational qualifications. To increase the effectiveness of substitute teachers, the program requires a 4-hour orientation session before any substitute teacher can be employed. Additionally, optional staff enhancement training is provided in child development, classroom management, and instructional delivery. As a result of the program (and as an indicator of its success), the use of substitute teachers with only high school diplomas decreased from 70.1 percent in 1987-88 to 40.1 percent in 1988-89. (17 references) (KM)

ED 322 609 EA 022 123

Guthrie, Grace Pung; And Others
California Local Educational Reform Network (C-LERN): A Formative and Preliminary Evaluation.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 23p.
CONTRACT- 400-86-0009
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Change Strategies; *Educational Change; Elementary Secondary Education; *Failure; *High Risk Students; *Learning Strategies; *Low Achievement
IDENTIFIERS- *California
C-LERN (California Local Education Reform Network) is the application of failure avoidance technology in California schools with a high concentration of at-risk students. Aimed at total school improvement, C-LERN was piloted in various Sacramento area schools before being launched as a joint venture of the State Department of Education and Sage Analytics International during the 1987-88 school year. This report summarizes a survey of site

leaders participating in two C-LERN summer institutes held in 1989. Additionally, school staff attending the evaluation sessions were interviewed regarding their experiences and assessments of the process. Analysis of the 319 surveys returned showed that many respondents lacked sufficient experience with C-LERN to answer all the questions. The 148 respondents with less than a year's experience with C-LERN were excluded from the second round of survey analysis, leaving a subset of 171 more experienced respondents on which to base the findings. This subset included 92 teachers, 15 principals, 7 vice principals, 4 counselors, 2 students, 5 parents, and 13 others. Generally, C-LERN summer institute participants were greatly satisfied with the process. Most respondents (75 percent) said they were clear about C-LERN goals and 67 percent believed that problems were accurately identified and that the process had clarified their school mission. Participants expressed concerns about failure terminology and implementation and development issues. Recommendations for improving, expanding, and evaluating the program are provided. Appendices present the survey instrument and tabulated responses. (Eight references) (MLH)

ED 322 623 EA 022 145

Equity and Choice: Issues and Answers in the Dallas Schools.
PUB DATE- Mar 90
NOTE- 36p.; Address given before the National Committee for School Desegregation (Fort Worth, TX, March 5, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Affirmative Action; *Blacks; Busing; Community Involvement; Curriculum Enrichment; *Educational Discrimination; *Educationally Disadvantaged; *Educational Opportunities; Educational Quality; Effective Schools Research; Elementary Secondary Education; *Equal Education; Faculty Integration; Minority Groups; Multicultural Education; Parent Education; Parent Participation; School Choice; School Desegregation; School Resegregation; Staff Development; Teacher Student Relationship
IDENTIFIERS- *Dallas Independent School District TX

As desegregation alternatives to busing are explored in the Dallas school district, educational equity remains a priority. Components and goals of the Dallas educational equity plan are presented in this address. The two most consistent challenges are recruiting minority staff and getting white students to attend schools in predominantly minority areas. A major feature of the school district plan is a controlled choice policy, of which special K-6 learning centers are a part. The ways in which the Pearl C. Anderson learning center (Dallas, Texas) recruited students and created special programs are discussed. The learning center's success is attributed to shared organizational purpose, an emphasis on positive individual experience, enhancement of student achievement in traditional and nontraditional subjects, and parent education and participation. Conclusions are that the gap between minority and white achievement opportunities has narrowed, but has not closed, and that educational equity is both crucial and attainable. (LMI)

ED 322 638 EA 022 166

Sharp, Linda A.
Sport Law. NOLPE Monograph Series No. 40.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 90
NOTE- 70p.
AVAILABLE FROM- Publications, National Organization on Legal Problems in Education, Southwest Plaza, Suite 223, 3601 S.W. 29th, Topeka, KS 66614 ($15.50; $2.00 postage and handling; actual postage on billed orders).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Responsibility; Affirmative Action; Athletic Equipment; *Athletics; *Civil Law; Colleges; *Compliance (Legal); *Constitutional Law; Contracts; Drug Use Testing; Due Process; Educational Malpractice; Elementary Secondary Education; Equal Protection; Females; Higher Education; Legal Problems; Negotiation Agreements; Physical Education; Physical Education Facilities; *Public Schools; Recreation Legislation; Risk; Sex Discrimination; Supervision; Torts
Three primary areas of concern for those who confront sport law matters in public school or collegiate settings are the focus of this monograph. The first chapter presents tort issues, primarily negligence. A brief overview of fundamental negligence concepts is followed by discussions of major risk areas: supervision, conduct of the activity, and equipment and facilities. A review of the principles of risk management recommends use of a preventative approach. The second chapter discusses basic principles of contract law and concerns of sports administrators, with a focus on varieties of contract agreements. The final chapter reviews principles of constitutional law as applied to sport settings. Freedom of speech and religion, drug testing, due process, and sex discrimination are discussed. A selective list of cases in included. (LMI)

ED 322 652 EC 231 837

Reisman, Elaine S.
A Study of Support Systems and Supervisory Techniques Used in the Training and Employment of People with Moderate Special Needs. Research Report.
PUB DATE- 90
NOTE- 44p.; For a related document, see EC 231 838.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; Employer Attitudes; Employer Employee Relationship; *Employment Programs; Interviews; *Job Training; *Learning Disabilities; Personnel Management; Questionnaires; *Supervision; *Supervisory Methods; *Supported Employment; Vocational Adjustment
The purpose of the study reported in this paper was to identify support systems for supervisors of people with moderate special needs (MSN) in training internships and employment situations. A questionnaire was mailed to 105 cooperating practitioners who had served in previous years as on-site supervisors (ONS) for students in a job training/placement program; of these, 66 useable replies were received for a response rate of 68%. Interviews were also conducted with 27 former ONS and other employers and personnel managers in business and industry. Findings indicated that benefits of such employment programs to employers, MSN employees, and the community are many. However, performance expectations often exceed MSN employee ability, which tends to contribute to difficulties in psychosocial and emotional adjustment of the NSM employee. Training supervisors who can provide specific information and supervisory techniques for working with MSN employees and the availability of such supervisors for ongoing consultation were seen as major sources of support for ONS staff. Appendices include copies of questionnaires and interview forms, lists of interviewees, 12 references, and a bibliography. (PB)

ED 322 666 EC 231 852

Gallagher, James J.; Staples, Amy
Available and Potential Resources for Personnel Preparation in Special Education: Deans Survey.
North Carolina Univ., Chapel Hill. Carolina Inst. for Child and Family Policy.
PUB DATE- Mar 90
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Deans; *Administrator Attitudes; *Disabilities; Early Childhood Education; Educational Finance; Financial Support; Higher Education; National Surveys; Preschool Education; Preservice Teacher Education; Questionnaires; Special Education Teachers; *Teacher Education Curriculum; Teacher Education Programs; Teacher Shortage
Deans of schools of education (N=249) answered a survey probing current resources, plans for expansion, incentives needed for expanding personnel resources, and barriers to program development in special education programs covering the needs of infants and toddlers. Almost half reported no special education program at any level, but 40% reported willingness to consider initiation or expansion of such a program given adequate incentives. Lacks of funding and qualified faculty were seen as major barriers. Subsidies, planning at the state level, and a major recruitment effort were seen as promising policy options to remedy these problems. Contains six references. (PB)

ED 322 294 CE 055 189

Henry, Dorothy L.
Developing Reading Ability in Adults: An Approach to Training Professional and Volunteer Teachers. A Symposium--Part I.
PUB DATE- 9 May 90

NOTE- 11p.; Paper presented at the Annual Meeting of the International Reading Association (Atlanta, GA, May 9, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *College Programs; Higher Education; Instructional Materials; *Literacy Education; Material Development; Models; Program Development; Reading Instruction; *Teacher Education; Tutoring; Tutors; *Volunteer Training
IDENTIFIERS- *Harvard University MA

The Harvard Adult Literacy Initiative was established in the Harvard University School of Education through the university's Reading Laboratory in 1987. Basic goals of the initiative are to: provide professional training and find effective procedures for training teachers and administrators in the field of adult literacy; conduct research; develop materials for instruction, assessment, and evaluation; and explore the use of technology and media to enhance instruction. The teacher training aspects of the initiative were undertaken first. For the past 3 years, a course has been offered jointly by the Harvard Reading Laboratory and the Extension School for both graduate and undergraduate credit to train teachers and volunteers who work with adults at literacy centers. The course includes a practicum in which students diagnose and teach reading to adults under close faculty supervision. The course serves three purposes--providing training for professional and volunteer personnel, supplying a service for adults who want to learn to read, and generating research data for studying adult literacy. The course was made available through the Extension School to a broad group of people at a modest fee. An outreach effort made to attract adult literacy clients received excellent response. Waiting lists were established for persons wishing to take the course and those wishing literacy instruction. The model developed can be adapted for use by other colleges of education to respond to the issue of adult literacy. (KC)

ED 322 306 CE 055 289

Faraday, Sally; Harris, Richard
Learning Support. 1. Introductory Element.
Further Education Unit, London (England).; Skill: National Bureau of Students with Disabilities, London (England).; Training Agency, London (England).
PUB DATE- 89
NOTE- 31p.; In: Learning Support. A Staff Development Resource Pack for Those Working with Learners Who Have Special Needs; see CE 055 287.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Continuing Education; Educational Improvement; Foreign Countries; *Inservice Teacher Education; Labeling (of Persons); Mainstreaming; Models; *Needs Assessment; Personnel Integration; Postsecondary Education; Program Development; Self Esteem; Social Bias; *Special Needs Students; *Staff Development; *Stereotypes; Student Participation; *Teacher Student Relationship; Training; Values Clarification
IDENTIFIERS- *Great Britain
This document is the introductory module of a 9-module set within an 11-unit resource pack designed to help trainers and postsecondary and continuing education staff meet the needs of special needs students in Great Britain. Having completed this module, staff should be able to: (1) recognize and counter the effects of stereotyped images and assumptions about special needs students; (2) understand the difference between impairment, disability, handicap, and special need; (3) recognize the negative connotations of some terminology and avoid using it; (4) describe students with special needs in positive terms; (5) describe how not feeling "able" may affect one's self-image; (6) identify the major features of their institution's policy on special needs; and (7) implement a task to promote the participation of students with special needs in their workplace. The module contains five sections. Section 1 explores the relationship between the teacher, student, and curriculum. Staff are encouraged to help special needs students become more responsible for their own learning and develop the skills to recognize and express their own needs. Section 2 explores attitudes toward students with special needs. Section 3 introduces the practical issues involved in analyzing student needs. Section 4 looks at a framework for building a program for special needs students which includes identification of values and needs and phases for design, implementation, monitoring, evaluation, and review. Section 5 is designed to help the student apply the program's framework. Eleven exercises are included in the module. (CML)

ED 322 319 CE 055 347

Pucel, David J.; And Others

The Identification and Stability of Occupationally Specific Affective Behaviors.

Minnesota Univ., St. Paul. Minnesota Research and Development Center for Vocational Education.
SPONS. AGENCY- Minnesota State Board of Vocational-Technical Education, St. Paul.; Minnesota State Dept. of Education, St. Paul.
PUB DATE- May 90
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Affective Behavior; *Affective Measures; Affective Objectives; *Competency Based Education; *Cosmetology; Employer Attitudes; *Employment Qualifications; Job Skills; Occupational Information; Teacher Attitudes
IDENTIFIERS- DACUM Process; *Performance Based Affective Behav Identification

A study was conducted to develop and validate a procedure for efficiently identifying critical affective behaviors necessary for success in a given role or job. Subjects were 2 groups of 10 cosmetology instructors each and 1 group of 10 employers of cosmetologists. Three instrument packages were used: the first was used by all members of the three groups to generate individual lists of affective behaviors necessary to perform the functions of a cosmetologist; the second was used by one coordinator from each group to develop a combined list that included all contributions of each member of the group and eliminated repetitions; the third used the combined list to generate ratings of each behavior from each of the subjects in terms of importance to success on the job. A 6-point Likert scale was used to generate the ratings. Analyses indicated that the extent of disagreement on the exact job-related affective behaviors important to success as a cosmetologist between groups was large. The overall conclusion was that the Performance-Based Affective Behavior Identification (PBABI) process is an effective one for identifying role-related affective behaviors. The procedure can be implemented through the mail and produces lists of affective behaviors stated in a behavioral format that represents group consensus. (Includes 32 references and 8 appendices containing project letters, the PBABI module, and mean ratings and frequencies of behaviors.) (CML)

ED 322 360 CE 055 482

Tourism Curriculum.
Alaska State Dept. of Education, Juneau. Div. of Adult and Vocational Education.
PUB DATE- 88
NOTE- 86p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Competence; *Competency Based Education; *Course Content; Course Descriptions; *Curriculum Development; *Educational Resources; Hospitality Occupations; Postsecondary Education; Secondary Education; State Curriculum Guides; Teacher Role; *Tourism; Travel; Vocational Education Teachers
IDENTIFIERS- *Alaska

This competency-based curriculum guide is a handbook for the development of tourism education programs. Based on a survey of Alaskan tourism employers, it includes all competencies a student should acquire in such a welding program. The handbook stresses the importance of understanding the principles associated with the various components of the tourism industry. Units begin with definitions of terms and principles so that students will have conceptual frameworks upon which they may develop a complete perspective for working in the field. The handbook is organized in these seven sections: (1) the concept of competency-based curriculum and the role of vocational educators in curriculum planning, implementation, and evaluation; (2) the scope of tourism competencies; (3) competencies and tasks for the following subjects--Alaskan studies, geography and culture, industry structure, economics, marketing, communications, customer service, employability skills, travel planning services, accommodations, and international tourism; (4) course descriptions to assist school districts in developing their vocational programs; (5) curriculum analysis matrices to be used to determine competencies for specific tourism courses; (6) a sample skills card for evaluating and recording student progress; and (7) information on resources and specific materials available in Alaska and the rest of the nation. (KC)

ED 322 463 CG 022 736

Schonberg, Ila J.
A Review of the Mommy Trap in Child Sexual Abuse.
PUB DATE- 10 May 90
NOTE- 20p.; Paper presented at the Children's Center Spring Conference (11th, Detroit, MI, May 10, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Theories; *Child Abuse; Fathers; *Incest; Marriage; *Mothers; Parent Child Relationship; *Sexual Abuse
IDENTIFIERS- *Empowerment

Child sexual abuse continues to be a problem despite efforts towards prevention. The burden of protecting children still falls mainly on women, yet society's general attitudes take away from women the tools they need to do this job. Mothers of sexually abused children have been blamed for their daughters' abuse because of their emotional neediness, passivity, multiple marriages, masochistic suffering, frigidity, and dependency. The preponderance of family systems theory led to the beliefs that when speaking of father-daughter incest, the marital relationship breaks down, the mother is unable to practice her roles as wife and mother, she encourages the oldest daughter to become a substitute, and it is her fault that any of this happened. The newer literature points to the importance of empowering women so that children will be protected. Research has begun to examine the men who were abusing their daughters or sons and found they were having relations with their wives at the same time. Differences in the amount of power men and women have in society was seen as contributing to occurrences of abuse. Women who are themselves abused have little chance of helping their children. If the goal is to end abuse, women must be strengthened with real competence so that they do not feel any need for vengeance. Mothers universally developing confidence, reaching out from isolation, and becoming in tune with their children will help protect future generations. (ABL)

ED 322 492 CS 010 196

Armbruster, Bonnie; And Others
Improving Content Area Reading Using Instructional Graphics.
Technical Report No. 508.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Aug 90
NOTE- 37p.
CONTRACT- G0087-C1001-90
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Content Area Reading; Grade 4; Grade 5; *Graphs; Intermediate Grades; *Learning Strategies; *Reading Comprehension; *Reading Instruction; *Social Studies; Teaching Methods; Textbooks
IDENTIFIERS- Expository Text; Knowledge Acquisition; *Organizational Frames
A study investigated the effectiveness of using a particular type of instructional graphic, a "frame," on fourth and fifth graders' ability to learn from reading their social studies textbooks. Six fourth- and six fifth-grade teachers taught social studies using either frames or the instruction suggested in the teacher's edition of the regular classroom social studies textbook. The treatment was repeated in four rounds (replications) during the school year. The major result from the combined analysis of the four rounds was that for fifth graders but not necessarily for fourth graders, framing was a more effective instructional technique than was the instruction suggested in the teacher's edition. (Four figures and 8 tables of data are included, and 32 references are attached.) (Author/SR)

ED 322 535 CS 212 485

Anson, Chris M.; Beach, Richard
Research on Writing To Learn: The Interesting Case of Academic Journals.
PUB DATE- 21 Mar 90
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Style; Correlation; Higher Education; *Journal Writing; Learning Activities; *Student Journals; Writing Across the Curriculum; Writing Research
IDENTIFIERS- Writing Contexts; *Writing to Learn
A study was conducted to characterize those features which could be recognized across students' academic journals. Subjects, 110 students in an introductory linguistics course, kept a journal during the course. The study was mainly interested in the relationships among categorical ratings of linguistic features in students' journals, and the relationships between these features and students' course performance. Three trained judges rated entries taken from students' journals at three periods during the course. Entries were rated according to six 4-point rating scales: (1) formal/informal; (2) objective/affective; (3) elaborated/unelaborated; (4) predetermined/unfolding; (5) externally defined versus internally constructed knowledge; and (6) negative/positive evaluation. Results indicated that the degree of formality/informality was related to the degree of objective/affective expression and the degree of predetermined/unfolding. The degree of objective/affective expression was related to the degree of internally constructed versus externally constructed knowledge. Results also indicated that students who were applying the course material were more likely to elaborate and to develop their own working knowledge than students who were summarizing the material. The only journal rating related to final grade was the degree of elaboration which showed a relatively low relationship. The kinds of thinking encouraged by journal writing had little to do with the students' learning as measured on the objective tests. Low correlation suggested that students' beliefs about the journal form were not strongly related to their actual journal writing. (MG)

ED 322 565 EA 021 836

Slavin, Robert E.
Achievement Effects of Ability Grouping in Secondary Schools: A Best-Evidence Synthesis.
National Center on Effective Secondary Schools, Madison, WI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 37p.
CONTRACT- G-008690007
AVAILABLE FROM- Document Service, National Center on Effective Secondary Schools, University of Wisconsin-Madison, Wisconsin Center for Education Research, 1025 W. Johnson Street, Madison, WI 53706 ($7.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Ability Grouping; *Academic Achievement; *Effect Size; Literature Reviews; Meta Analysis; Secondary Education; *Secondary School Students; *Student Evaluation; Student Placement; *Track System (Education)

A "best evidence" review synthesis, which incorporates features of meta-analytic and traditional literature reviews, is used in this review of studies on the effects of ability grouping on secondary school students' achievement. The focus was on 29 studies that compared between-class ability grouping to heterogeneous placements. Effect sizes were used to characterize study results. Findings indicate that comprehensive between-class ability grouping plans, different forms of ability grouping, and ability grouping by subject (except in social studies) had no effect on student achievement. The finding of zero effects of grouping for all ability levels contradicts earlier conclusions that demonstrated benefits of ability grouping for high-level students and detriments for low-level students. Explanations for this discrepancy are discussed. An implication is that policy decisions about ability grouping must be based on criteria other than effect on academic achievement. A recommendation is made for reduction of between class ability grouping practices and consideration of cooperative learning methods. An extensive bibliography and statistical tables are included. (LMI)

ED 322 682 EC 231 874

Project Kidlink: Bringing Together Disabled and Nondisabled Preschoolers.
Capper Foundation for Crippled Children, Topeka, Kans.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-88450-551-0
PUB DATE- 90
NOTE- 132p.
CONTRACT- G008400794

AVAILABLE FROM- Communication Skill Builders, 3830 E. Bellevue, P.O. Box 42050, Tucson, AZ 85733 ($19.95, Catalog No. 7633).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Classroom Techniques; Computer Assisted Instruction; Computer Uses in Education; Family Counseling; *Mainstreaming; Occupational Therapy; *Physical Disabilities; Preschool Education; Regular and Special Education Relationship; Speech Therapy; Teaching Methods
IDENTIFIERS- *Project KIDLINK

This manual describes how the Kidlink early education program in Topeka, Kansas, evolved from a segregated program serving physically disabled children to an integrated one including day care services. Chapters include "PROJECT KIDLINK: Bringing Together Disabled and Nondisabled Preschoolers" (Julie Keller); "KIDLINK CLASSROOM: An Integrated Learning Experience" (Brant, Green and Heim); "COMPUTERLINK: Suggestions for Computer-Based Activities in an Integrated Classroom" (Keller, Molineux, and McCormick); "MOTORLINK: Occupational Therapy in an Integrated Preschool Program" (Clarke, Beale); "MOTORLINK: Physical Therapy in an Integrated Preschool Program" (Brenna Richmond); "SPEECHLINK: Integrating Speech, Language, and Communication Services into the Preschool Classroom" (Barry Molineux) and "FAMILYLINK: Serving Families in an Integrated Preschool Program" (Agnes Kazminski). Appendices include sample forms used and contact information for groups practicing reverse mainstreaming. Each chapter also includes references. (PB)

ED 322 346 CE 055 458

Personal Finance. Common Curriculum Goals.
Oregon State Dept. of Education, Salem.
PUB DATE- 90
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Budgeting; *Competence; Competency Based Education; Consumer Education; Course Content; *Credit (Finance); Elementary Secondary Education; *Money Management; *Purchasing; State Curriculum Guides
IDENTIFIERS- *Oregon

This document provides the common curriculum goals for the state of Oregon in personal finance, an area of study that relates basic economic concepts and practices to the financial concerns of consumers. These goals were designed to define what should be taught in all public school settings. The common curriculum goals in personal finance are organized in five strands: (1) financial planning; (2) credit; (3) purchase of goods and services; (4) rights and responsibilities in the marketplace; and (5) selected essential learning skills. There are 31 goals in all, 13 representing the common knowledge and skills in personal finance and 18 representing selected essential learning skills. (KC)

ED 322 389 CE 055 579

Country Learning. A Development Worker's Guide to Supporting Unwaged Rural Learners.
National Inst. of Adult Continuing Education, Leicester (England).
SPONS. AGENCY- Department of Education and Science, London (England).; Training Agency, London (England).
PUB DATE- 89
NOTE- 66p.; A publication of the REPLAN Programme. For related documents, see CE 055 576-581.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Adult Educators; Change; *Change Strategies; Foreign Countries; Occupational Mobility; *Program Implementation; *Rural Development; *Rural Population; *Staff Development; *Unemployment
IDENTIFIERS- *England

This guide is intended for adult educators who work with the unemployed in rural communities in England where demographic change, job mobility, decline in rural employment and population, scattered education provision, poor facilities, and transportation problems combine to complicate the work. It is particularly designed for staff developers working with rural development workers. The material is presented in three sections: (1) rural life, including the changing picture in rural areas, community and personal development, changing ways of working in education, and the environment; (2) managing change in rural life, including collaboration and partnership, working with unemployed people, responsibility for change, personal effectiveness, and skills development for the adult educator; and (3) practicalities for adult education programs, including effective working, handling publicity, organizing an event, funding, finding out research and statistics, and contact. The guide provides a framework for setting goals, evaluating personal work plans, and planning future actions. Checklists and resource lists are provided in each section. The guide concludes with a 4-page listing of sources of useful information. (CML)

ED 322 418 CG 022 690

Eagly, Alice H.; And Others
Are Women Evaluated More Favorably than Men? An Analysis of Attitudes, Beliefs, and Emotions.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- May 90
NOTE- 28p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (62nd, Chicago, IL, May 3-5, 1990).
GRANT- BNS-8605256; BNS-8807495
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; College Students; *Emotional Response; *Evaluation; Females; Higher Education; Males; *Sex Bias; *Sex Differences; *Student Attitudes
This study examined men's and women's attitudes toward the sexes, underlie these attitudes, and the ambivalence of this evaluative content. Male (N=162) and female (N=162) college students evaluated the social category of women or men on several types of measures: a semantic differential measure of attitudes, a free-response measure of beliefs, a free-response measure of emotions, a list of beliefs measure, and a list of emotions measure. Analysis of subjects' attitudes toward the sexes and of the evaluative content of their beliefs established that they evaluated women more favorably than men. In addition, analysis of subjects' emotional reactions toward women and men did not yield evidence of negativity toward women at the emotional level. Nor did it appear that subjects' very positive evaluation of women masked ambivalence toward them. The findings provide strong evidence that women are evaluated quite favorably--in fact, more favorably than men are evaluated. (Five pages of references, author notes, footnotes, and a data table are included.) (Author/NB)

ED 322 433 CG 022 705

Shulman, Shmuel; Samet, Naomi
Adolescents' Close Friendship Types and Friendship Reasoning.
PUB DATE- Mar 90
NOTE- 28p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (3rd, Atlanta, GA, March 22-25, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Classification; Foreign Countries; *Friendship; *Grade 10; High Schools; High School Students; *Individual Characteristics; Prosocial Behavior
IDENTIFIERS- Israel
Friendships between individuals can be found throughout lifespans. This study examined an interaction between adolescents who consider themselves close friends. Inspection of friends' interaction when working on a joint task may allow the classification of close friendships in adolescence. In addition friends were asked about their joint daily activities to allow the detection of possible characteristics of interaction across friendship types. The study also examined adolescents' conceptions of friendship across various possible types of friendship. Subjects (N=90) included 23 pairs of female and 22 pairs of male Israeli 10th graders who identified themselves as friends. Analysis revealed three main patterns of adolescents' close friendships: interdependent, enmeshed, and disengaged. The three types reflect different qualities of relationships at the dyadic level which transcend the behavior of individuals. In the interdependent type friends were close to each another and they also respected each other's personal views and preferences. In the enmeshed type friends were very close to each another, it was very important to them to act in consensus, and they suppressed individual preferences for a greater sense of closeness and unity. In the disengaged type each partner emphasized individuality and separateness while working on a joint task. (ABL)

ED 322 478 CS 010 173

Edwards, Peter
Seven Keys to Successful Study.
Australian Council for Educational Research, Hawthorn.
REPORT NO.- ISBN-0-86431-053-6
PUB DATE- 89
NOTE- 122p.
AVAILABLE FROM- Australian Council for Educational Research, Customer Services, P. O. Box 210, Hawthorn, Victoria 3122, Australia ($14.95 plus $3.00 handling fee per order).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Technigues (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Basic Skills; Content Area Reading; Foreign Countries; *Learning Strategies; Memorization; Note Taking; Postsecondary Education; Reading Comprehension; Secondary Education; *Study Skills
IDENTIFIERS- Australia
Written for secondary, technical, and technical and further education (TAFE) students, this book aims to make learning easier and more enjoyable by showing students how to use a series of basic study skills called "keys." The book offers an explanation, examples, graphic illustrations, and activities for each skill. Chapters include: (1) "Purpose"; (2) "Listening"; (3) "Reading"; (4) "Adapting Rate"; (5) "Note-Taking"; (6) "Graphics"; and (7) "Memory Techniques." Although designed as a workbook for students, the book can also be used as a reference by teachers who want to demonstrate various aspects of study skills to classes or groups. Appendixes include answers to exercises, as well as advice on test preparation, test techniques, important test words, writing a paper, and study techniques. (RS)

ED 322 551 CS 507 239

Greenstreet, Robert W.
Earning Support for Individual Events Programs.
PUB DATE- Aug 88
NOTE- 13p.; Paper presented at the National Developmental Conference on Individual Events (1st, Denver, CO, August 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *Debate; Educational Improvement; Extracurricular Activities; Higher Education; *Instructional Leadership; *Program Development; Program Effectiveness; Speech Communication
IDENTIFIERS- Debate Coaches; *Individual Events (Forensics)
To garner administrative support and to develop meaningful public relations in the academic, scholastic, and local communities, individual events program directors should focus their efforts on things over which they have control. First, directors should develop behavioral objectives for individual events programs which are consistent with the mission and goals of the sponsoring educational institutions. This includes codes of conduct for participants in individual events. Next, the director should seek to maximize student achievement by developing behavioral objectives that address the cognitive and affective realms of the learner and by promoting programs of independent study to help students prepare to participate in individual events. With regard to scholarship, program directors and individual events coaches should both cultivate and utilize as fully as possible faculty in other disciplines to assess the content of student products. Faculty in individual events programs should make every effort to assure high standards of scholarship are met by each student in preparation of each presentation. The final area of concern by directors is service. Individual events programs should involve themselves in presentations before academic, scholastic, and community audiences consistent with the mission of the institution to serve such groups. Institutional provision of necessary equipment and funding is critical to the development of this service dimension. (An appendix contains brief descriptions of four books helpful to forensics programs.) (KEH)

ED 322 581 EA 022 060

Committing to the Cost of Ownership: Maintenance and Repair of Public Buildings.
National Academy of Sciences - National Research Council, Washington, DC. Building Research Board.
PUB DATE- 90
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- Budgeting; Buildings; Costs; Elementary Secondary Education; Equipment; Expenditures; Life Cycle Costing; *Maintenance; Needs Assessment; Obsolescence; *Ownership; Preservation; *Public Facilities; *Repair; Resource Allocation; School Maintenance; Supplies

Guidance for public decision makers and facilities managers in coping with the persistent problem of underfunding of maintenance and repair (M&R) is provided in this report. A committee of experts was selected to review maintenance and repair activities of government agencies and to offer recommendations for improvement, with a focus on improvement of budgeting procedures and utilization of needs assessment techniques. Topics covered include causes and impacts of neglect, cost of ownership, assessment, and management. Recommendations are made for: (1) the allocation of 2 to 4 percent of the aggregate current replacement value of facilities for routine M&R; (2) formal assessment programs implemented by agencies responsible for M&R budgets; and (3) clear designations of responsibility for M&R. Appendices include committee member bibliographical information, an annotated bibliography, and examples of a life cycle analysis proposal, condition assessments, and Missouri's Land and Buildings assessment system. (LMI)

ED 322 624 EA 022 146

Casey, Eli
Attendance +Plus.
PUB DATE- 90
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Attendance; *Dropout Prevention; Dropout Rate; *Dropouts; Enrollment; High Risk Students; Hispanic Americans; *School Holding Power; Secondary Education; Student Attrition; Student Motivation; Student Participation; Teacher Student Relationship; Withdrawal (Education)
IDENTIFIERS- *Texas
The Attendance +Plus program was initiated by the Fabens Independent School District to address the problem of high student dropout rates in west Texas schools. Aspects of the successful plan include cultivation of caring attitudes; emphasis on individual importance; rejection of myths about minority students and dropouts; and encouragement of academic success through effective teaching. The program's success is based on the assumption that a direct correlation exists between increased attendance and dropout reduction. Strategies utilized at the Board of Trustees, central administration, and school levels are listed. (13 references) (LMI)

ED 322 667 EC 231 853

Palsha, Sharon A.; Rennells, Mary Sue
Staffing Infant Intervention Programs: One State's Status and Future Direction.
North Carolina Univ., Chapel Hill. Carolina Inst. for Child and Family Policy.
PUB DATE- Apr 90
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Counselor Certification; *Disabilities; Early Intervention; *Employment Patterns; Family Environment; *Federal Legislation; Higher Education; Home Instruction; Infants; Intervention; *Preservice Teacher Education; Special Education; *State Programs; Teacher Certification; Teacher Education Curriculum; Teacher Education Programs; Teacher Shortage; Therapists
IDENTIFIERS- *Education of the Handicapped Act Amendments 1986; *North Carolina
This study examined how personnel issues raised by P.L. 99-457, Education of the Handicapped Amendments (1986) were being met in North Carolina in 1985 and 1988. Data were gathered from the statewide network of home-based intervention services (Early Childhood Service), providing information about 139 staff and consultants in 1985 and 135 in 1988. The study describes existing staffing patterns for the network, as well as the employment of related therapists and the involvement of physicians in early intervention services. Eight of ten disciplines specified by the law were found to be employed. Most interventionists were found to be female and Caucasian. A new program requiring an "initial infant specialist credential" be earned by many interventionists is also described. Contains 18 references. (PB)

ED 322 333 CE 055 429

Vocational Education Success Stories: Individual Roles.
Illinois State Council on Vocational Education, Springfield.
PUB DATE- 86
NOTE- 48p.; For related documents, see CE 055 428-430. Photographs will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Role; Adult Students; *Business Responsibility; Community Colleges; Employer Attitudes; High School Students; Mentors; Outcomes of Education; Postsecondary Education; *Program Effectiveness; Secondary Education; State Programs; Statewide Planning; *Success; *Teacher Role; Technical Education; *Vocational Education
IDENTIFIERS- *Illinois

This publication contains 19 one- or two-page profiles of Illinois teachers, educational administrators, and business people who have contributed greatly to the success of their vocational education students. The profiles are written in the third person but many contain first-person accounts, along with testimony about the subjects by employers, students, and community leaders. The leaders described worked in various capacities with vocational education students on both the high school and community college level. The document also contains a short overview of what individuals can contribute to vocational education in Illinois. (KC)

ED 322 375 CE 055 543

High School Career Guidance and Counseling Resource Guide.
Oregon Career Information System, Eugene.; Oregon Occupational Information Coordinating Committee, Salem.; Oregon State Dept. of Education, Salem.
PUB DATE- 85
NOTE- 111p.; Document contains colored paper.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Accountability; *Career Guidance; *Career Planning; Community Resources; Decision Making Skills; High Schools; Interpersonal Competence; *Program Implementation; Standards; State Curriculum Guides; Vocational Education
IDENTIFIERS- *Oregon

This resource guide is designed for high school personnel to use when implementing Oregon standards for guidance and counseling programs, career education programs, and instruction in career development. It lists objectives, activities, resources, and places to visit under seven program goals as follows: (1) the student will realize that there are basic steps in making a decision; (2) the student will discover, understand, and develop interests, abilities, skills, and potentials; (3) the student will understand the educational opportunities and alternatives available; (4) the student will establish tentative career and educational goals; (5) the student will accept increasing responsibility for actions; (6) the student will develop skills in interpersonal relations; and (7) the student will utilize school and community resources. Samples of materials from 17 resources are included. (CML)

ED 322 404 CE 055 632

Bailey, Thomas
Technology, Skills, and Education in the Apparel Industry. Revised.
National Center on Education and Employment, New York, NY.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 89
NOTE- 108p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Automation; *Business Responsibility; Economic Development; Educational Needs; *Fashion Industry; *Industrial Training; Literacy Education; *Manufacturing; *On the Job Training; Organizational Change; Postsecondary Education; Technical Occupations
IDENTIFIERS- *Textile Industry
Although more than 1 million people in the United States are employed in the apparel manufacturing industry, the industry has been increasingly threatened by international competition, changes in consumer tastes, and demands that many domestic firms are ill-prepared to meet. The traditional apparel production system emphasized cutting costs, especially the cost of direct labor, by breaking down the production process into many separate components. In response to the increase in international competition in the late 1960s and early 1970s, apparel makers intensified this traditional strategy. However, this approach was not successful, both because of technological barriers to automation and because of changes in consumer demand for apparel that weakened some previously successful markets. As a result, some apparel makers are now trying to move to production systems that involve greater flexibility, faster production times, greater interaction with customers and suppliers, and more attention to both product and process innovation. This strategy requires a more sophisticated use of advanced microelectronic technology as well as profound changes in human resource philosophy and practice, including much more attention to the educational preparation and continuing training of the work force and a change in the orientation of management. Postsecondary textile and apparel schools are well connected to the industry and have access to information about industry needs, but community colleges are not. The industry must press for better secondary education and provide more postsecondary education, especially in technical skills. (42 references) (KC)

ED 322 448 CG 022 721

D'Andrea, Michael; And Others
Testing the Validity of a Four-Factor Model of Personal Loss.
PUB DATE- Sep 90
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Emotional Adjustment; *Emotional Response; *Grief; Higher Education; Models
IDENTIFIERS- *Loss; *Personal Loss Inventory

This study proposed and tested a theoretical model of the construct of personal loss. The LISREL methodology was applied to a confirmatory factor analytic model consisting of four hypothesized factors from the literature thought to explain the loss process. College students (N=86) completed the Personal Loss Inventory which assessed such personal loss variables as type of loss, anticipation of loss, loss preparation, coping ability, availability of social support, positive opportunities for growth, and debilitating effects of loss. The results confirmed that the model fit the data. Subjects reported mainly suffering human losses through break-up or death; most of them expected these losses to occur, and took steps to prepare for these anticipated losses. Despite such efforts, however, a sizable number of subjects thought they had a difficult time coping with the loss. Respondents reported depending primarily on family members and friends for support. In retrospect, after the loss experience had been worked through somewhat, 35% of subjects indicated the loss added to their lives in some way. The results of this investigation suggest that personal loss may be considered as a construct consisting of conditions of the loss, types of support received, debilitating effects, and additive qualities as a potential artifact of the loss experience. (NB)

ED 322 507 CS 212 448

Hyde, Diana DeShazo
Supporting First Graders' Growth as Writers through Whole-Language Strategies.
PUB DATE- 90
NOTE- 51p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary School Students; Grade 1; Holistic Approach; Primary Education; Reading Writing Relationship; Student Projects; *Whole Language Approach; *Writing Instruction; Writing Processes
IDENTIFIERS- *Childrens Writing; Collaborative Learning; *Emergent Literacy; Writing Folders
This practicum sought to increase the opportunities for 17 first-grade students to write for real, human reasons and in natural circumstances. They were to use writing as a natural and acceptable outlet for expression, and to conceive of their writing as an extension of themselves. Each day a name was drawn to take home a stuffed bear, which served as a motivation companion for writing; the next day, the bear was brought back and the student wrote a story of his/her adventures with the bear. The student then sat in the Author's Chair, put on the Author's Cap, and read his/her story. This promoted voluntary involvement in literacy activities in students' free time, and increased writing output. Students also, in a collaborative learning venture, put together a whole-class book every month. There was increased oral reading to the students in different registers of language. Checklists were kept in each student's personal writing folder. The actual writing period was expanded to allow for all components of writing to take place. At the end of implementation, 14 of the 17 students were writing at least one page a day (many were writing more than that); the quality of students' writing had risen noticeably; students were collaboratively putting together one book a week; and the use of "book language" was common. (Appendixes contain a conference checklist and a behavioral objectives rating scale.) (Author/SR)

ED 322 521 CS 212 471

Shuman, R. Baird; Wolfe, Denny
Teaching English through the Arts. Theory and Research into Practice (TRIP) Series.
National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-5081-0
PUB DATE- 90
NOTE- 55p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Art Activities; Art Expression; Class Activities; Creative Activities; *English Instruction; English Literature; Interdisciplinary Approach; *Language Arts; Language Usage; *Learning Activities; Literature Appreciation; Secondary Education; Writing Across the Curriculum; Writing Instruction
Maintaining that the arts are composing activities and--like talking and writing--powerful ways of making meaning, this book discusses teaching English through the arts. The book provides a brief theoretical and historical basis for its fundamental approach and presents 29 instructional strategies that classroom teachers who do not have special equipment, materials, or preparation in the arts can incorporate into their teaching. The book is intended as a compact supplement--a "starter kit"--to be creatively adapted to specific classrooms to help students make stimulating connections between English and some of the arts they know best--popular music, film, photography, design, drawing and painting, and drama. Following a brief discussion of the theoretical and research-based support for their ideas, the book presents 15 activities that focus on language (dialects, usage and structure, semantics, and etymology), nine that focus on literature, and five that focus on writing. A 50-item bibliography concludes the book. (SR)

ED 322 596 EA 022 099

Public Schools of Choice. ASCD Issues Analysis.
Association for Supervision and Curriculum Development, Alexandria, Va.
REPORT NO.- ISBN-0-87120-168-2
PUB DATE- 90
NOTE- 53p.
AVAILABLE FROM- Publication Sales, Association for Supervision and Curriculum Development, 1250 N. Pitt Street, Alexandria, VA 22314 (Stock No. 611-90083; $6.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Agents; Desegregation Methods; *Educational Change; Educational Improvement; Elementary Secondary Education; Magnet Schools; Nontraditional Education; *Public Schools; *School Choice; School Desegregation
IDENTIFIERS- Minnesota
After years of reform and accompanying frustration, public schools of choice have become one of today's most popular school reform strategies. More than 20 states have either passed choice legislation or are considering such action. At the present, plans based on parental influence represent the majority of district choice plans, including magnet schools and controlled choice schools. This analysis, composed of seven chapters, examines the controversy of school choice and the agendas supporting it. While one agenda detailed within this document can be characterized as "reaction to the present," the second, a well-known agenda for choice is actually "choice as a means for desegregating schools." A third, less known agenda for choice is presented as "choice as a catalyst for change." Because educators must implement policies that not only benefit individual students but also ensure that schools represent the broad, democratic interests of society as a whole, this analysis attempts to assist educators to make informed decisions about choice based on the context in which they and their students teach and learn. Examples of educational values and of curriculum and instructional elements of "choice" programs, developed by the Minnesota Department of Education, are appended. The bibliography contains 53 references. (KM)

ED 322 610 EA 022 124

Guthrie, Larry F.; And Others
Educational Partnerships in California: A Survey of the California Educational Partnership Consortium.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 31p.
CONTRACT- 400-86-0009
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Area Studies; Cooperative Planning; *Cooperative Programs; Corporate Support; *Educational Cooperation; Elementary Secondary Education; Participative Decision Making; Private Financial Support; *School Business Relationship; School Community Relationship; Shared Resources and Services
IDENTIFIERS- *California; *Partnership in Education

Results of a survey to collect information on the numbers of state partnerships, types of services they provide, and characteristics of exemplary programs are presented in this report. A survey of 1,150 California Educational Partnership Consortium (CEPC) members elicited 132 responses. Findings identified a wide range of linkages between schools and the private sector. Over 3,400 partnerships were reported, most of which were concentrated in the Los Angeles and San Francisco areas. Although partnership type varied by geographic region, the most frequently reported partnerships were Adopt-a-School programs. Most exemplary programs focused on career and academic improvement. Outstanding programs in the San Francisco area emphasized career and academic support; those in the Los Angeles area offered a more balanced set of services. Tables and figures present information on the geopgrahic distribution of respondents, partnership types and activities, and exemplary program activities. Appendices contain the CEPC survey and a map illustrating the areas of study. (LMI)

ED 322 639 EA 022 167

Standards for Quality Elementary & Middle Schools, Kindergarten through Eighth Grade. Revised Edition.
National Association of Elementary School Principals, Alexandria, VA.
PUB DATE- 90
NOTE- 65p.; For previous edition, see ED 260 518.
AVAILABLE FROM- Publications, National Association of Elementary School Principals, 1680 Duke Street, Alexandria, VA 22314 ($14.95, nonmembers; $10.95, members).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Check Lists; *Educational Assessment; Educational Environment; Educational Improvement; Educational Objectives; *Educational Quality; Elementary Education; Elementary School Curriculum; *Elementary Schools; Inservice Teacher Education; Instructional Improvement; Kindergarten; *Middle Schools; *School Effectiveness; School Supervision; *Standards
IDENTIFIERS- Indicators

This document states the position of the National Association of Elementary School Principals regarding the essential ingredients of a fine elementary or middle school. It combines the findings of current research on effective schooling with the practical, onsite experience of working principals. After a brief introduction, these standards are grouped into seven major categories: organization, leadership, curriculum, instruction, training and development, school climate, and evaluation and assessment. Contained within these seven categories are 21 "standards of excellence," each accompanied by a number of "quality indicators" useful for assessing the extent to which a particular standard is being met. Appendixes provide a checklist for assessing the extent to which a particular school meets these standards, and a guide for developing a school improvement plan. (MLF)

ED 322 653 EC 231 838

Reisman, Elaine S.
Guidelines for Supervising People with Moderate Special Needs in the Work Place.
PUB DATE- May 90
NOTE- 20p.; For a related document, see EC 231 837.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adults; Employer Employee Relationship; Employment Programs; *Job Training; *Learning Disabilities; Personnel Management; *Supervision; *Supervisory Methods; *Supported Employment; Vocational Adjustment
These guidelines developed out of a study identifying support systems for supervisors of people with moderate special needs (MSN) in training internships and employment situations. Generally MSNs are dependable, loyal employees who are eager to please and to do a good job. Problems occur because the MSNs are insecure about their role at work, have low self-esteem and doubt their capacity to live up to others' expectations. For some MSNs, distractibility and having a short attention span are major problems. Strategies for supervision of MSN staff are discussed in two sections: general techniques, such as welcoming techniques, for working with MSNs across time, and specific strategies for handling problem behaviors ranging from shyness to poor judgement regarding safety issues. (PB)

ED 322 361 CE 055 483

Welding Curriculum.
Alaska State Dept. of Education, Juneau. Div. of Adult and Vocational Education.
PUB DATE- 89
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Competence; *Competency Based Education; *Course Content; Course Descriptions; *Curriculum Development; *Educational Resources; Equipment; Hand Tools; Postsecondary Education; Skilled Occupations; State Curriculum Guides; Teacher Role; Vocational Education Teachers; *Welding

IDENTIFIERS- *Alaska

This competency-based curriculum guide is a handbook for the development of welding trade programs. Based on a survey of Alaskan welding employers, it includes all competencies a student should acquire in such a welding program. The handbook stresses the importance of understanding the principles associated with the various elements of welding. Units begin with definitions of terms and principles so that students will have conceptual frameworks upon which they may develop a complete perspective for working in the field. The handbook is organized in these seven sections: (1) the concept of competency-based curriculum and the role of vocational educators in curriculum planning, implementation, and evaluation; (2) the scope and sequence of welding competencies; (3) course descriptions to assist school districts in developing their vocational programs; (4) competencies and tasks for the following subjects--welding safety and health, tools and equipment, blueprints and layouts, welding metallurgy, employability skills, oxyacetylene welding and cutting, shielded metal arc and air carbon arc welding, gas metal and flux core arc welding, gas tungsten arc welding, special welding processes, and fabrication, repair, and rigging skills; (5) curriculum analysis matrices to be used to determine competencies for specific welding courses; (6) a sample skills card for evaluating and recording student progress; and (7) information on resources and specific materials available in Alaska and the rest of the nation, along with a suggested tools list and minimum tools and equipment needed. (KC)

ED 322 464 CG 022 737

Lyon, Mark A.; Russo, Thomas J.
Student Concern and Potential Action Regarding Nuclear Threat.
PUB DATE- Aug 90
NOTE- 27p.; Paper presented at the Annual Convention of the American Psychological Association, (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizen Participation; *College Students; Higher Education; High Schools; *High School Students; Junior High Schools; *Junior High School Students; *Nuclear Warfare; Political Attitudes; Predictor Variables

Throughout their history, Americans have believed that citizens' fulfillment of their individual duties in a participatory democracy is at least partly met through the forming of groups around important societal issues. Given the complex nature of political socialization, this study investigated identifiable determinants of social action that might be used to advantage in educating young people for citizenship in a democracy. This study attempted to differentiate among junior high, high school and college students (N=517) who were inclined and not inclined to act on their concerns about nuclear threat with selected demographic, psychological, political, and educational variables. The results of a discriminant functional analysis indicated that in comparison with the non-action group, students in the action group were characterized by reporting less trust in government, more exposure to sources of nuclear war information, more political knowledge, a more liberal political orientation, a stronger sense of political efficacy, a more internal locus of control, and perceptions of their parents as having a more liberal political orientation. (Author/ABL)

ED 322 493 CS 010 197

Paul, Peter V.; And Others
Using Three Test Formats To Assess Good and Poor Readers' Word Knowledge. Technical Report No. 509.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 90
NOTE- 21p.
CONTRACT- G0087-C1001-90
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Definitions; Grade 4; Intermediate Grades; Reading Research; *Test Format; Test Wiseness; *Vocabulary; *Vocabulary Skills

IDENTIFIERS- Knowledge Acquisition
A study was conducted to compare the results of three test formats in relation to assessing the depth of vocabulary knowledge of fourth-grade students. Students (117) were tested on their knowledge of the primary and secondary meanings of 44 multimeaning words using multiple-choice, yes/no, and interview formats. Information on the test-taking strategies used by some students on the multiple-choice tests was also examined and analyzed. It was found that there were no differences in the students' breadth of knowledge of the words, but there was wide variability in their depth of knowledge of the words. The findings suggest that the choice of test format depends on the type of information desired. (Five tables of data are included, and 22 references are attached.) (Author/SR)

ED 322 536 CS 212 486

McDonald, James C.
The Research Paper and Postmodernist Pedagogy.
PUB DATE- Apr 90
NOTE- 20p.; Paper presented at the Annual Meeting of the College English Association (Buffalo, NY, April 5-7, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College English; Critical Thinking; *Freshman

Composition; Higher Education; Instructional Innovation; *Research Papers (Students); Research Skills; *Writing Assignments; Writing Processes
IDENTIFIERS- *Postmodernism; Writing Contexts
The freshman research paper is the most institutionalized writing assignment in the academy, with the possible exception of the dissertation, and the research paper in general (of which the dissertation may be a species) is the most institutionalized genre of student writing, at least in the humanities. First, the research paper is the most time-consuming assignment of the semester and includes a variety of involvement of library staff, writing centers, teaching assistants training programs, and even regional accrediting associations. Additionally, there is little theoretical discussion of the research paper of any kind in professional publications, only articles discussing methods to help students avoid plagiarism. The research paper, based on current-traditional rhetorical and epistemological assumptions, is merely an exhaustive exercise in reporting information which precludes other rhetorical perspectives. Writing instructors need to become aware of pedagogies informed by post-modernism which can transform the genre of the research paper to help students become better readers, researchers, thinkers, and writers. (Thirty-nine references are attached.) (KEH)

ED 322 683 EC 231 875

Riley, Anita Marcott; Whitted, Paula A. Farmer
Housework: Words and Chores for Daily Living Skills. Book 1.
REPORT NO.- ISBN-0-88450-409-3
PUB DATE- 90
NOTE- 483p.; For related document, see EC 231 876-877.
AVAILABLE FROM- Communication Skill Builders, 3830 E. Bellevue, P.O. Box 42050, Tucson, AZ 85733 ($29.95, Catalog No. 7558, set of 3, $75.00).
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; *Daily Living Skills; Elementary Secondary Education; *Home Economics Skills; *Homemaking Skills; Interpersonal Competence; *Moderate Mental Retardation; *Severe Mental Retardation; Teaching Methods

This is the first of three books in a series providing a systematic training program of relevant daily living skills for individuals with moderate to severe mental impairment. Useful terms and expressions are taught through crossword puzzles, experience stories, picture sequencing, flip books, word closure and other exercises. This book covers skills and processes relating to dusting, washing tables and countertops, washing windows, and washing dishes. Sample form letters to parents, skills profiles, and lists of goals and objectives are included for reproduction. An introductory chapter discusses the program rationale, chapter components, and guidelines for implementing a training program based on this system. Includes 12 references. (PB)

ED 322 295 CE 055 239

McKenna, Michael C.
A Public/Private Sector Partnership for Adult Literacy Education in a Rural Environment. Final Performance Report.
Georgia Southern Coll., Statesboro.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE- Jun 90
NOTE- 56p.; Participant names and social security numbers were removed from Appendix A.
GRANT- V198A80196-88
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Computer Assisted Instruction; Cooperative Programs; *Corporate Education; Critical Thinking; *Education Work Relationship; Employment Potential; *Functional Literacy; *Institutional Cooperation; *Interactive Video; Labor Force Development; Literacy Education; Mathematics Instruction; Problem Solving; Reading Instruction; School Business Relationship; Speech Communication
IDENTIFIERS- *Grinnell Corporation; Job Training Partnership Act 1982; *Workplace Literacy
The Job Network Center of Georgia Southern College provided assistance to the Grinnell Corporation in a partnership agreement addressing illiteracy within Grinnell's work force. A self-contained, modularized curriculum was used to facilitate monitoring of participants' progress and compensating employees for achievement. Other businesses were recruited to participate, but declined, although three Job Training Partnership Act classes did participate in the project. Initial projections for the number of participants in the literacy education program were not reached. A total of 516 employees were screened and 150 completed instruction. Reading and math scores showed gains for all four participant groups. (Appendix A provides database records including pre- and post-test scores for participants. Appendix B is an inventory of hardware and software acquired for use in the literacy learning laboratory created by the project.) (CML)

ED 322 307 CE 055 290

Faraday, Sally; Harris, Richard
Learning Support. 2. Curriculum/Training Programme Design and Evaluation Strategies.
Further Education Unit, London (England).; Skill: National Bureau of Students with Disabilities, London (England).; Training Agency, London (England).
PUB DATE- 89
NOTE- 29p.; In: Learning Support. A Staff Development Resource Pack for Those Working with Learners Who Have Special Needs; see CE 055 287.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Access to Education; Articulation (Education); Behavioral Objectives; Competency Based Education; Continuing Education; *Curriculum Design; Educational Improvement; Equal Education; Foreign Countries; *Inservice Teacher Education; Mainstreaming; Performance Contracts; Postsecondary Education; *Program Development; *Program Evaluation; Program Implementation; *Special Needs Students; *Staff Development; Student Centered Curriculum; Teacher Guidance; Teacher Student Relationship; Training
IDENTIFIERS- *Great Britain
Curriculum and program design and evaluation are the subjects of this document, one of 9 modules within an 11-unit resource pack designed to help trainers and postsecondary and continuing education staff meet the needs of special needs students in Great Britain. Having completed this module, staff should be able to: (1) write appropriate goals for a program; (2) state objectives in terms of identifiable outcomes; (3) use principles to inform program design for students with special needs; (4) identify and use appropriate strategies for implementation; (5) collect appropriate information to monitor the design; (6) use appropriate processes to evaluate the program; and (7) design a curriculum or a training program. The introduction lists key questions to be answered by the module, defines the module's purposes, and charts procedures for establishing aims and objectives. The first of four instructional sections deals with how to write goals and objectives in the cognitive, psychomotor, and affective domains. An approach that is an alternative to writing objectives is also discussed. Section 2 asks key questions relevant to programs being designed, suggesting that programs should: (1) be learner centered; (2) provide for access and equal opportunities; (3) have space for negotiation; (4) provide assessment and accreditation; (5) provide for progression; (6) make available guidance, advice, and support; (7) be flexible; (8) be competency based; (9) build in evaluation; and (10) be coordinated. Implementation strategies are the subject of section 3. Section 4 discusses program evaluation, including definitions of evaluation and review, the reasons for evaluating and reviewing, and how and when to evaluate. The module includes eight exercises. (CML)

ED 322 320 CE 055 348

Articulation in Virginia. Coordination of Secondary/Postsecondary Education.

Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE- 88
NOTE- 29p.
AVAILABLE FROM- Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060-2208 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Education); *College School Cooperation; *Cost Effectiveness; Data Processing; Models; Postsecondary Education; Secondary Education; *Shared Resources and Services; Staff Development; Technical Education; Vocational Education
IDENTIFIERS- *Virginia
This booklet is designed to assist local educators in designing and implementing approaches to cooperation between secondary and postsecondary schools. It provides information on how secondary and postsecondary educational institutions can coordinate curricula, reduce duplication and costs, and provide optimal occupational training for students in public schools. The Virginia 2+2 model is described and development procedures for programs are listed. Three model programs--the master technician program on the Virginia Peninsula; the engineering design technician program in the Lynchburg area; and the information processing specialist program in the Winchester area--are described. Crucial factors for success with 2+2 programs are identified, the benefits of such programs are listed, and a model organizational chart for 2+2 programs is included. The booklet concludes with a description of current articulation activities in the areas of programming, staff development, and procedures. In addition, names, addresses, and telephone numbers for 17 articulation contact persons in Virginia are provided. (CML)

ED 322 334 CE 055 430

Vocational Education Success Stories: Serving Special Populations.
Illinois State Council on Vocational Education, Springfield.
PUB DATE- 86
NOTE- 39p.; For related documents, see CE 055 428-429. Photographs will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Education; College Programs; Community Programs; Dropout Programs; *Educationally Disadvantaged; Employment Potential; Engineering; High Achievement; Job Skills; Nontraditional Occupations; Nursing Education; Postsecondary Education; Program Descriptions; *Program Effectiveness; *Program Implementation; Secondary Education; Special Education; *Special Needs Students; State Programs; *Success; *Vocational Education; Welding
IDENTIFIERS- *Illinois

This publication reports on the Illinois Council on Vocational Education's (ICoVE) recognition program. The program was designed to (1) commend achievement in vocational education; (2) collect information about vocational education and evaluate its success; (3) provide a resource guide of successful vocational education programs and activities; (4) assist the council in partial fulfillment of its responsibilities; and (5) report ICoVE's recommendations to the Governor and the State Board of Education. The publication profiles 10 vocational education programs that have been especially successful in serving special populations. Included in the stories are programs for nursing assistant training, a food service program for students with developmental disabilities, programs for school dropouts, welding technology, a college special services center, truck driver training, vocational education for former special education students, exploring engineering for females and minorities, and a community classroom project. The document includes statistics on Illinois targeted programs; explanation of the criteria for program selections; and findings, conclusions, and recommendations, in addition to the project descriptions. (KC)

ED 322 347 CE 055 459

Arney, Nick; And Others
Perceptions of Effective Teaching Methods in "O" Grade English

Courses for Adults. SCRE Project Report No. 22.
Scottish Council for Research in Education.
REPORT NO.- ISBN-0-947833-47-1
PUB DATE- Jun 90
NOTE- 49p.
AVAILABLE FROM- Scottish Council for Research in Education, 15 St. John Street, Edinburgh EH8 8JR, Scotland (3.50 pounds).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Learning; Community Education; *Course Objectives; English Curriculum; *English Instruction; Foreign Countries; *Instructional Effectiveness; *Outcomes of Education; Secondary Education; Speech Skills; Teacher Effectiveness; Teaching Methods; Writing Instruction; Writing Skills
IDENTIFIERS- Ordinary Level Examinations; *Scotland
An study was conducted in an adult education center and a community school in Scotland to determine the perceived effectiveness of a range of methods for teaching English. Data were collected through semistructured interviews, observation of teaching, course documents, and informal conversations with 47 students and 2 teachers. Findings included the following: (1) teachers and students believed that the course objectives included passing the O-level exam, learning skills that could be transferred to everyday life, increasing powers of self-expression, and acquiring an appreciation of literature; (2) methods used in the classes included teacher-centered classwork, whole-class discussion, group work, and assessment of individual written work; (3) 60 percent of the students passed the examination; and (4) students' objectives were preparation for the exam, acquisition of writing and oral skills, expanding capabilities, and the social experience. (The document includes nine references and outlines for the two English courses.) (CML)

ED 322 376 CE 055 544

Integrating Oregon Career Information Materials into Comprehensive Career Development, Guidance and Counseling Programs. A Training Guide for High School Counselors, Teachers and Administrators.
Oregon Career Information System, Eugene.; Oregon Occupational Information Coordinating Committee, Salem.; Oregon State Dept. of Education, Salem.
PUB DATE- Sep 88
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Career Development; Career Guidance; Career Information Systems; *Competency Based Education; *Education Work Relationship; High Schools; *Information Sources; Information Utilization; *Integrated Curriculum; Models; Occupational Information; Workshops
IDENTIFIERS- *Oregon

This guide is intended to assist workshop participants in becoming more knowledgeable about existing Oregon career information resources and to understand ways in which these resources can be integrated into high school curriculum and guidance programs. The nine sections of the guide are as follows: (1) the role of career information in a comprehensive career development, guidance, and counseling program; (2) the national career development guidelines; (3) counselor and teacher career information competencies; (4) high school student career information competencies; (5) counselor, teacher, and student competencies and Oregon career information resources; (6) Oregon career information publications and resources; (7) model Oregon high school guidance and counseling programs; (8) learning activities integrating Oregon career information resources into instructional and career development programs; and (9) workshop evaluation form and career guidance counselor assessment instrument. (CML)

ED 322 390 CE 055 580

Smith, Vernon; And Others
Drawing on Experience. REPLAN Projects Review.
Further Education Unit, London (England).; National Inst. of Adult Continuing Education, Leicester (England).
SPONS. AGENCY- Department of Education and Science, London (England).; Training Agency, London (England).
PUB DATE- 90
NOTE- 99p.; A publication of the REPLAN Programme. For related documents, see CE 055 576-581.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Adult Education; Adult Programs; *Articulation (Education); Community Resources; Cooperation; Cooperative Programs; Counseling Services; Curriculum Design; Dislocated Workers; Extension Education; Foreign Countries; Independent Study; *Institutional Cooperation; Needs Assessment; Open Education; Outreach Programs; Portfolios (Background Materials); Prior Learning; *Unemployment
IDENTIFIERS- *Great Britain
This document reports good practice as learned in Britain's FEU (Further Education Unit) and NIACE (National Institute of Adult Continuing Education) programs aimed at providing educational opportunities for unemployed adults. Section 1 describes the review of projects that resulted in the document; mentions specific issues and problems relating to women, racial and ethnic minority groups, older adults, those with physical disabilities, and mentally ill people; and discusses barriers to access. Section 2 covers market research and needs analysis, outreach, publicity, and advertising. Section 3 describes patterns of organizational collaboration and the benefits, needs, and problems of collaboration and networking. Section 4 covers the need for guidance, learner assessment, feedback, advocacy, external and internal counseling services, and counseling and support in a teaching context. Section 5 discusses curriculum design, including content, objectives, and specific types of education provision. Section 6 covers the promotion of flexible learning, including the rights of negotiation and choice for adult learners, community-based locations, materials, methods, open learning, and self-managed learning. Section 7 deals with assessment, accreditation, and progression, including portfolios, prior learning, experience in continuing and higher education, experience in informal and community contexts, and transition and progression. Section 8 addresses evaluation, articulation, and staff development. The document concludes with descriptions of the 75 projects reviewed. (CML)

ED 322 419 CG 022 691

Hart, Denise; Weinman, Geoffrey
The Assessment of a Homogeneous Interdisciplinary University Core Course for the Mature Adult Learner.
PUB DATE- Mar 90
NOTE- 20p.; Paper presented at the Annual Conference of the National Association for Women Deans, Administrators, and Counselors (74th, Nashville, TN, March 21-25, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Learning; *Adult Students; College Students; *Core Curriculum; Higher Education; *Interdisciplinary Approach
Fairleigh Dickinson University developed a University Core Curriculum which it initiated in the 1987-1988 academic year (the pilot program was operational in the fall 1986 semester). The University Core is composed of four 3-credit liberal education courses: "Perspectives on the Individual," which deals with works ranging from Plato's "Crito" to Malcolm X's autobiography; "The American Experience: The Quest for Freedom," which explores ideas from de Tocqueville to recent Supreme Court decisions; "Cross Cultural Perspectives" which examines the cultures of Nigeria, Mexico, India, and China; and "Global Issues," which focuses on the role of science and technology as unifying forces. In conjunction with the university's Success Adult Degree Program, the "Perspectives on the Individual" course was offered as a homogeneous section for the nontraditional adult learner. In order to assess student interest in the course format, content, achievement, and utilization of experiential learning as compared to other sections of the course offered simultaneously where the population was heterogeneous by age, an investigator-made survey was distributed to all evening sections of the course. Final course grades, scores on midterms and final examinations, papers, class participation, and journal grades were analyzed for differences by course sections. The findings revealed no significant difference between heterogeneous and homogeneous-by-age groups. (Author/NB)

ED 322 434 CG 022 706

Luna, Gene
SEAHO-The First Twenty-Five Years: 1965-1989.
Southeastern Association of Housing Officers, Gainesville, FL.
PUB DATE- Feb 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *College Housing; *Colleges; Higher Education; Organizational Development; *Organizations (Groups); Trend Analysis; *Universities
IDENTIFIERS- *Southeastern Association of Housing Officers
The Southeastern Association of Housing Officers (SEAHO) draws its membership from Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia. As a professional association, SEAHO strives to fulfill its purpose to provide an opportunity to college housing officers for personal and professional growth through annual conferences, a Governing Council which provides leadership, and a newsletter which provides a forum for communication of ideas. Beginning as an informal meeting of housing officers, SEAHO has developed into a vibrant professional association responding to the changing needs of today's housing officer. While informality has been a hallmark of SEAHO's early evolution, its history clearly shows how organizational structure has developed in response to the changing needs of the membership and the complexities of the profession. SEAHO stands out as one of the most fiscally sound and service oriented regional housing associations in the United States. The continued commitment and voluntary service of its members will set the stage for the next 25 years. (Summaries of highlights of each of the 25 conferences from 1965-1989 are included.) (ABL)

ED 322 479 CS 010 174

Thompson, Richard A.
The Relative Effectiveness of Computer Assisted Instruction (CAI) for Teaching Students To Read English.
PUB DATE- Jul 90
NOTE- 25p.; Paper presented at the World Congress on Reading (13th, Stockholm, Sweden, July 4-6, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Computer Assisted Instruction; Educational Media; Instructional Effectiveness; Instructional Innovation; *Reading Achievement; *Reading Instruction; *Reading Research; Teaching Methods
IDENTIFIERS- *Research Results
In a review of research on computer assisted instruction (CAI) related to reading, evidence collected provides tentative conclusions about CAI effectiveness. CAI was effective as an instructional medium in the surveyed studies. In a number of instances, CAI groups achieved higher scores than the control groups. Some studies indicated that CAI appeared to work more effectively for slower, disadvantaged, and below-grade-level readers than for average or above-average readers. CAI clearly achieved higher results with deaf students. According to the results reported, CAI can be used equally well in teaching various reading skills and strands. The rapidity of computer development and use, however, somewhat limits the value of this information. Additionally, possibilities and questions are being created by research in the field of artificial intelligence (AI). Attributing the narrow range of current classroom computer application to the computer's inability to interact with students, one researcher maintains that until AI research produces computers which more closely simulate human cognitive processes, the instructional applications of computers will be severely limited. At this time in CAI history, it is safe to say that CAI is a viable supplement to traditional reading-instructional practices; and the future is promising. (Six tables of data are included, and 78 references are attached.) (MG)

ED 322 566 EA 021 840

European Consortium of Institutes for Development and Research in Education. Discussion Paper for a Starting Meeting on 15 and 16 December 1989 in The Hague, the Netherlands.

Institute for Educational Research in the Netherlands (SVO), The Hague.; National Inst. for Curriculum Development (SLO), Enschede (Netherlands).

PUB DATE- Nov 89
NOTE- 25p.; For a related document, see EA 022 137.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Consortia; *Curriculum Development; *Educational Cooperation; Educational Improvement; Elementary Secondary Education; Foreign Countries; *Institutional Cooperation; Meetings; *Research and Development
IDENTIFIERS- *Europe; *Netherlands

This paper, which presents some ideas about establishing a consortium of institutes for development and research in Europe, is aimed at institute management personnel and was written especially for a meeting in The Hague, the Netherlands, in December 1989. The word "consortium" expresses organizers' view that institutes can profit from each others' work and can attain common goals through cooperation. Institutes can use each others' products such as curriculum materials, procedures and approaches, information and documentation, and staff training facilities. The proposed consortium's core function is to bring together expertise, experience, results, and know-how concerning educational improvement through research and development. After providing some background information, the paper discusses feasibility issues and the need to develop a formula embracing intended aims, forecasted problems, financing possibilities, and ways to encourage institutional participation. Responsibilities of the proposed council, executive committee, and advisory committees are detailed, as well as the consortium's role in expanding relationships with existing networks, programs, and international organizations. Ideally, the consortium should remain independent of these international organizations while establishing good working relationships with program managers. Finally, important practical issues are discussed concerning membership eligibility, funds and operating expenses, communication and language choices, decision-making procedures, and consortium name and status. (MLH)

ED 322 582 EA 022 071

Ogletree, Earl J.; McHenry, Effie
Teachers Opinions of Chicago School Reform and Teacher Involvement.
PUB DATE- May 90
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Decentralization; Elementary Secondary Education; *Participative Decision Making; Policy Formation; Public Schools; *School Based Management; School District Autonomy; School Districts; *School Restructuring; *Teacher Attitudes; Teacher Influence; *Teacher Participation; Urban Schools
IDENTIFIERS- *Chicago Public Schools IL
Teacher involvement is crucial for the successful implementation of school-based management reform. Evaluation of the Chicago school reform effort is the purpose of this report. An examination of a survey of 100 Chicago teachers in 10 schools resulted in the conclusion that teachers do not consider themselves to be an integral part of the school restructuring process. Responses are categorized according to teachers' opinions of school reform, effects of reform on the schools, suggestions for improvement, the politics of reform, and open-ended comments. Findings indicate that unless school restructuring efforts actively involve teachers in decision making, the quality of education, student retention and graduation rates, teacher autonomy will not improve. (9 references) (LMI)

ED 322 625 EA 022 147

Sungaila, Helen

Organizations Alive! Have We At Last Found the Key to a Science of Educational Administration? CCEA Studies in Educational Administration, Number 52.

Commonwealth Council for Educational Administration, Armidale (Australia).
REPORT NO.- ISBN-90986-50-8
PUB DATE- May 90
NOTE- 29p.
AVAILABLE FROM- Publication Sales, Commonwealth Council for Educational Administration, University of New England, Armidale, New South Wales 2351, Australia (Publication No. NBP2501, $2.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bureaucracy; *Educational Administration; Elementary Secondary Education; Foreign Countries; *Holistic Approach; Institutional Administration; Institutional Mission; *Naturalism; Organizational Effectiveness; *Organizational Theories; Systems Approach; Theory Practice Relationship
IDENTIFIERS- Australia

Application of the new naturalism, a synthesis of the natural and social sciences based on the concept of the living system as a self-renewing and self-organizing structure, to educational administration, is the topic of this paper. The new naturalism promises not only a synthesis of the natural and social sciences, but also one of contemporary thought in educational administration. An implication for policy making is that in conceptualizing education as a living system, administrators must consider the structures of expectations that influence the system's decision-making processes. The cultural, material, and political contexts in which the systems operate must be understood in order to affect organizational change. (34 references) (LMI)

ED 322 668 EC 231 854

Anderson, Patricia L.; And Others
Designing Support Services and Instruction for College Students with Learning Disabilities: Use of Diagnostic Data. Special Education Center Publication Series, Document Number LDC7.
Connecticut Univ., Storrs. School of Education.
PUB DATE- 22 Jul 87
NOTE- 17p.; Paper presented at the Annual Conference of the Association on Handicapped Student Service Programs in Postsecondary Education (Washington, DC, July 22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Contingency Management; Counseling Services; Curriculum Development; Diagnostic Teaching; *Educational Diagnosis; Educational Planning; *Individualized Education Programs; *Learning Disabilities; *Performance Contracts; Postsecondary Education; Services; Student School Relationship
This paper addresses the need for tailor-made support services for college students with learning disabilities based on sound diagnostic/prescriptive evaluation data. Literature on program design and the development of effective individualized education programs is reviewed, and performance contracts developed with student input are viewed as highly beneficial to the student/institution relationship. Program issues including remedial versus compensatory instructional services and helping services work toward independence are also discussed. A program planning worksheet is attached. Contains six references. (PB)

ED 322 449 CG 022 722

Rattner, Leo
The Borderline Personality--An Adlerian Overview.
PUB DATE- May 90
NOTE- 27p.; Paper presented at the Annual Meeting of the North American Society of Adlerian Psychology (38th, Philadelphia, PA, May 17-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *Labeling (of Persons); *Personality Problems
IDENTIFIERS- *Adler (Alfred); *Borderline Personality Disorder
The person with a borderline personality is considered to be neither neurotic nor psychotic, but to exist somewhere in between these two diagnostic categories. Psychoanalytic theorists who have researched the phenomenon of the borderline personality have shifted their emphasis away from Freud's instinct psychology and toward an ego psychology perspective. The Diagnostic and Statistical Manual of Mental Disorders-III lists eight specific symptoms of the borderline personality, of which at least five must be present to allow the diagnosis of borderline personality disorder: impulsivity or unpredictability in at least two potentially self-damaging areas; intense and unstable interpersonal relationships; inappropriate anger; identity disturbance; affective instability characterized by mood swings; intolerance of being alone; physically damaging acts; and chronic feelings of emptiness and boredom. Borderline personality disorders are generally global, affecting all areas of life. Patients with borderline personality disorders tend to blame others for their predicament; are often untroubled by their illness; and have rigid, inflexible, and maladaptive personality traits. This paper presents the psychoanalytic theory of borderline personality development, concentrating on the work of Kernberg and Masterson as perhaps being most representative of the new approach. The paper then goes on to present an Adlerian model of the borderline personality which takes the similarities with analytic theory into account. Conceptual differences that separate and differentiate the Adlerian model from psychoanalytic theory are also addressed. (NB)

ED 322 508 CS 212 450

Luckhart, Anne F.
Improving Congruency of Resources/Activities/Assessment in Intermediate-Level Language Arts Programs with Current Knowledge of Literacy Development.
PUB DATE- Jun 90
NOTE- 147p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Holistic Evaluation; Instructional Materials; Intermediate Grades; *Language Arts; Learning Activities; Literacy; Literature Appreciation; Parent School Relationship; Portfolios (Background Materials); Reader Response; *Reading Attitudes; Reading Habits; *Reading Programs; Reading Writing Relationship; Self Evaluation (Individuals); Student Evaluation; *Teacher Attitudes; *Whole Language Approach
This practicum was designed to improve the congruency of resources, activities, and assessment strategies in intermediate-level language arts programs with a holistic process-oriented perspective on literacy development. Taking place in a large public elementary school in Vancouver, Canada, the practicum's goals were: (1) to implement "literature-based" programs in several classes; (2) to nurture lifelong reading habits by improving students' attitudes toward reading and increasing the number of books read; and (3) to foster among teachers a commitment to a holistic approach to literacy development and to instructional practices congruent with this perspective. Literature-based language arts programs were implemented, emphasizing student choice of texts; more varied and creative personal responses to literature; a broader range of

assessment practices including portfolios, response journals, self-evaluations, and individual development profiles; integration with other subject areas; liaison with the library and librarian; parent education; and enrichment activities using a variety of media. The following activities were conducted: class newsletters were sent home, implementation of a daily Home-School Book in which students shared their school activities and experiences; creation of bulletin board displays to advertise the holistic approach to literacy development; provision of a literature review to school staff; presentations to parents and teachers on program organization and instructional practices; and development and administration of the evaluation components of the practicum. Results were positive from students, teachers, and parents. (SR)

ED 322 552 CS 507 240

Greenstreet, Robert W.
Public Address Events: Maximizing Educational Value.
PUB DATE- Aug 90
NOTE- 20p.; Paper presented at the National Developmental Conference on Individual Events (2nd, Denver, CO, August 17-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Debate; *Debate Format; Educational Benefits; Evaluation Criteria; Higher Education; *Judges; *Persuasive Discourse; Public Speaking
IDENTIFIERS- American Forensic Association; Debate Coaches; *Debate Tournaments; National Forensic Association
Current practice in competitive public-address events limits the value of the student's educational experience in several ways. The most frequently observed and easily addressed problem with contemporary practice is that event rules/descriptions do not indicate what judges expect to observe in those events. Unclear rules/descriptions are of little help in telling students, coaches, and judges what to expect in the event. This ambiguity may help explain why lay judges disagree with contest coaches in determining which speech should be rewarded. Additional problems limiting the value of the forensic experience may be found in the types of speeches represented in competitive individual public address. The current events demand three types of delivery: impromptu, extemporaneous, and memorized. The fourth generally recognized type of delivery, manuscript, should also be required, as well as other forms of persuasive speaking. Further limitation of educational value may result from the evaluation of student performance in the competitive arena. Judges need to have more time to draft ballots with fewer contestants packed into panels. It would be helpful to increase the amount of judge-contestant interaction by allowing a specific time period after each presentation for questions and answers. The forensics community needs to adopt changes which will assure the educational value of competitive public address events. (Twenty references are attached.) (MG)

ED 322 597 EA 022 101

Frels, Kelly; And Others
School Discipline Policies and Procedures: A Practical Guide--Revised Edition.
National School Boards Association, Alexandria, VA.
REPORT NO.- ISBN-0-883364-154-2
PUB DATE- Apr 90
NOTE- 49p.
AVAILABLE FROM- Publications, National School Boards Association, 1680 Duke Street, Alexandria, VA 22314 ($25.00 plus $3.50 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Court Litigation; *Discipline Policy; *Due Process; Elementary Secondary Education; Guidelines; *Legal Problems; Legal Responsibility; *Public Schools; *School Responsibility
IDENTIFIERS- *Texas
For over a decade, school administrators and school attorneys have been struggling with the appropriate procedures to follow in disciplining public school children. Many articles have been written concerning due process. This publication focuses not on the legal history of school discipline cases, but on the implementation and administration of viable school discipline policies and suspension procedures. After a short legal background section, the development of policies is discussed. Next, the procedures for investigating and "prosecuting" a school discipline case are reviewed. The conduct of discipline hearings is also explained. Finally, a specific school discipline problem, the discipline of handicapped students, is analyzed. Fairness is essential in handling all student discipline cases. A listing of cases and articles on student discipline is included. The sample policies and procedures presented in the appendices are generally based upon Texas law and the decisions of the Fifth Circuit Court of Appeals. Appendices A through C contain sample suspension, discipline, and drug and alcohol policies. Appendix D contains various specimen letters, orders, and outlines related to adopted discipline policies and procedures. (MLH)

ED 322 654 EC 231 840

Oral Communication Curriculum. Resource Manual.
Metropolitan Consortium of Lead Speech-Language Pathologists, Atlanta, GA.
PUB DATE- 88
NOTE- 80p.; Document contains small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Articulation (Speech); Articulation Impairments; *Classroom Techniques; *Communication Disorders; Elementary Secondary Education; *Speech Pathology; *Speech Therapy; Student Educational Objectives; Teaching Methods; *Teamwork
IDENTIFIERS- Prereferral Intervention

This resource manual has been compiled to facilitate collaboration between teachers and speech-language pathologists (SLPs), to describe types of communication disorders that SLPs work with, to identify practical pre-referral techniques for classroom implementation, and to outline goals and objectives used in remediating speech and language disorders. Following an overview of oral communication concepts, disorders in the areas of articulation, fluency, language and voice are discussed, and within each of these areas student support team (SST) processes are described and checklists for goals and objectives are provided. Appendices include an SST position statement and a sample SST summary form. (PB)

ED 322 362 CE 055 484

National Alliance of Business Work Force Study.
North Coast Behavioral Research Group, Cleveland, OH.
SPONS. AGENCY- National Alliance of Business, Inc., Washington, D.C.
PUB DATE- 13 Jun 90
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Blue Collar Occupations; *Clerical Occupations; Educational Needs; *Employer Attitudes; *Entry Workers; *Job Performance; Retraining; Secondary Education; *Skill Development

A study was conducted to determine employers' satisfaction with blue-collar and clerical employees entering the nation's work force. In addition, the study measured employers' perceptions of the ability of their employees to be retrained. A total of 200 executive interviews, of approximately 2 minutes each, were collected from a national sample of "Fortune" 1000 and the top 200 privately held companies. Respondents were directly or indirectly responsible for the recruitment of personnel within their company. Some of the findings were the following: (1) about 36 percent of the employers rated their entry-level employees as satisfactory, 50 percent were neutral on this question, and 13 percent rated their entry-level employees as unsatisfactory; (2) about 16 percent of employers were satisfied with the training of entry-level employees, 34 percent were not satisfied, and 48 percent were neutral; (3) about half the employers were satisfied that their entry-level employees could be retrained, almost half were neutral on the question, and only 8 percent did not believe that the employees could be retrained; (4) 25 percent of the employers rated the nation's work force in general as unsatisfactory, 57 percent were neutral, and 14 percent saw the work force as satisfactory; and (5) most employers said that mathematical skills had decreased over the past few years. (KC)

ED 322 405 CE 055 635

Guglielmino, Lucy M.; And Others
The Adult Community Education Administrator Position. A Job Analysis.
Florida Atlantic Univ., Boca Raton. Adult Education Div.
PUB DATE- 88
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Characteristics; *Administrator Qualifications; Administrator Responsibility; Administrator Role; Administrators; *Adult Education; *Community Education; *Competence; Educational Planning; *Job Analysis; *Occupational Information; Statewide Planning
IDENTIFIERS- *Florida
A research study was conducted to explore in depth the adult/community education administrator position as it exists in Florida in order to gain as much information as possible about the knowledge, skills, and attitudes necessary to do the job well. A special focus was on the skills needed by adult/community educators to a greater extent than K-12 educators. Based on the literature of job analysis techniques, the research combined the strengths of several methods: in-depth interviews and observation of incumbents, group brainstorming, development of a list of major areas of responsibility and skills and knowledge needed for each, and comparison of the Florida Principal Competencies with the results of these steps. Two supervisors and seven other adult education experts were interviewed, and 23 attendees at the Florida

Administrators of Adult Education meeting in June 1988 were interviewed. The study found many areas of congruence with the K-12 competencies, but also found that adult education administrators put much greater emphasis on needs assessment, designing programs to meet individual needs, changing course offerings to retain attendance, marketing and public relations, recruitment and management of volunteers, and adult education principles. (The job analysis and description of needed competencies for adult education administrators and 40 references are included in this report.) (KC)

CG

ED 322 465 CG 022 738

Person, Patti
Motivational Theories as Applied to Ways To Improve School Attendance of High School Students.
PUB DATE- Mar 90
NOTE- 27p.; Paper presented at the National Dropout Prevention Conference (3rd, Nashville, TN, March 25-27, 1990). Some color graphs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attendance; *Behavior Theories; Dropout Prevention; High Schools; *High School Students; *Incentives; Program Effectiveness; *Student Motivation

In light of the theory that student absenteeism and lack of motivation are intertwined, educators have begun to investigate the theories of motivation in order to apply them to creative attendance policies in an attempt to reduce the problem of student absenteeism. Motivational theories indicate common elements of the importance of the intrinsic sense of belonging and self-worth to motivation. Individuals need to feel a sense of achievement and are motivated by extrinsic acknowledgements of this achievement. School should be made relevant and interesting because bored workers will not produce high quality work. A good lead-manager will create a situation of cooperative action which will allow the students to satisfy their needs to belong and feel powerful. Schools should be designed to use competition and teamwork to achieve established goals. Just as in a free market system, this will result in a high level of production. A large suburban high school located in a fairly affluent area initiated an incentive-based program to reduce absenteeism, the Back-to-Class program. Students with perfect attendance are permitted to select their next year's teachers which allows them to see a purpose to their action and to benefit from it. A school-wide pizza party incentive was used to provide a sense of teamwork and cooperative action. The Back-to-Class program had phenomenal success raising the attendance rate by four percent. (ABL)

ED 322 494 CS 010 198

Mason, Jana M.
Reading Stories to Preliterate Children: A Proposed Connection to Reading. Technical Report No. 510.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 90
NOTE- 33p.
CONTRACT- G00087-C1001-90
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Beginning Reading; Early Intervention; Literacy; Oral Reading; *Prereading Experience; Primary Education; *Reading Aloud to Others; Reading Readiness; Reading Research; *Story Reading; *Young Children
IDENTIFIERS- Family Literacy
This report explains why reading story books to young children (an activity assumed to help in the acquisition of literacy, although there is no unambiguous evidence in support of this assumption) is likely to be important and reviews the evidence about the role it might play in literacy development. The first section of the report examines distinctions in oral and written language and suggests why written texts contain language structures that could be more difficult to acquire than oral language structures. The second section shows how story book reading activities enable children to link their listening and speaking skills to text comprehension. The third section reviews connections between story book reading and later reader achievement, describing studies that relate home literacy activities with later reading. The fourth section reviews intervention research that connects story book reading interventions to children's beginning reading achievement. One figure and six tables of data and transcriptions of conversations about reading between child and mother and teacher and child are included, and 69 references are attached. (SR)

ED 322 522 CS 212 472

Commended English Language Arts Curriculum Guides, K-12.
National Council of Teachers of English, Urbana, Ill.
PUB DATE- 90
NOTE- 46p.; Prepared by the NCTE Commission to Evaluate Curriculum Guides and Competency Requirements.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Curriculum Development; Curriculum Evaluation; *Curriculum Guides; *Demonstration Programs; Elementary Secondary Education; *English Curriculum; *Language Arts; *Program Development
IDENTIFIERS- National Council of Teachers of English

This guide, growing out of the annual evaluation by the National Council of Teachers of English (NCTE) of English Language Arts curriculum documents (K-12), presents exemplary curriculum documents from the years 1986-1989. The guide presents documents which were commended by the NCTE reviewers and which demonstrate substantive, procedural, or presentational features which can serve as illustrative examples for other schools or school districts. Entries in the guide include a description of the curriculum document, a commentary about its applicability, and information about its availability (cost, a contact person or office, and the appropriate address). Following an introduction, the guide is in four main sections. The guide's first section presents curriculum guides commended in 1988-89, the next section presents those commended in 1987, the following section those for 1986, and the fourth section presents the criteria for planning and evaluating English language arts curriculum guides. Information about the ERIC Document Reproduction Service concludes the guide. (SR)

ED 322 611 EA 022 125

The Redesign of Education, Volume 1: A Collection of Papers Concerned with Comprehensive Educational Reform.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 1 Dec 88
NOTE- 181p.; Some pages may reproduce poorly due to faint, broken, or filled print.
CONTRACT- 400-86-0009
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cooperative Planning; Curriculum Design; Educational Change; *Educational Improvement; *Educational Innovation; Educational Objectives; Educational Planning; Elementary Secondary Education; Excellence in Education; Nontraditional Education; School Districts; School Effectiveness; *School Restructuring

The view that fundamental changes in the educational system are necessary for successful restructuring is reflected in this collection of papers. The first five papers set the context for restructuring design by presenting rationales, models, and definitions. The next three papers focus on educational design processes, and the following two papers provide specific descriptions of different educational systems. The final paper develops a new design for educational reform. The contents are as follows: "A Beginning Look at the What and How of Restructuring," by Glen Harvey and David P. Crandall; "Toward a Definition of Restructuring," by Jill A. Mirman; "Design as the Missing Piece in Education," by C. L. Hutchins; "An Outside-In Approach to Design Inquiry in Education," by Bela H. Banathy; "Resdesigning Education," by C. L. Hutchins; "A Generic Model of Organizational Inquiry for Educational Design," by C. Lynn Jenks; "Configuring the Educational System for a Shared Future: Collaborative Vision, Action, Reflection," by Beverly L. Anderson and Pat L. Cox; "A Process Analysis and Design Methodology for the Improvement of Organizational Effectiveness in Schools," by Stephen R. Mills; "The Search for Meaningful Reform: A Third-Wave Educational System," by Charles M. Reigeluth; "Sketches in the Redesign of the Local School District," by Ray Budde; and "Educational Restructuring: An Early Look," by C. Lynn Jenks and Thomas A. Shaw. (LMI)

ED 322 640 EA 022 168

Nelson, Linda J., Ed.
School Leadership: Reflections on Practice by California's Instructional Leaders. Volume I.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 89
NOTE- 169p.
CONTRACT- 400-86-0009
AVAILABLE FROM- Publications, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103 ($15.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - General (020)
DESCRIPTORS- Academic Achievement; *Administrator Responsibility; *Administrator Role; *Administrators; Community Cooperation; Curriculum Development; Elementary Secondary Education; High Risk Students; Institutional Mission; Instructional Leadership; Leadership Styles; Organizational Climate; Organizational Objectives; Participative Decision Making; Professional Development; *School Administration; School Community Relationship; Student Evaluation; Student Needs; Student Participation; Summer Schools; Supervisory Methods; Teacher Evaluation; Teacher Student Relationship; Teamwork
IDENTIFIERS- *California

On-the-job learning experiences of 47 school administrators, representing a broad range of administrative settings and roles, are described in this collection of reflective narratives. The authors, who had completed at least one year of training with the California School Leadership Academy (CSLA), wrote of how they applied learning acquired through CSLA training in a specific circumstance. Topics covered in the 10 chapters include accepting new school assignments; fulfilling professional development responsibilities; building school leadership teams; curriculum development; implementing student needs and strengths; utilizing student performance data for instructional improvement; goal setting; community collaboration; crisis management; and summer schools. (LMI)

ED 322 684 EC 231 876

Riley, Anita Marcott; Whitted, Paula A. Farmer
Housework: Words and Chores for Daily Living Skills. Book 2.
REPORT NO.- ISBN-0-88450-410-7
PUB DATE- 90
NOTE- 341p.; For related documents, see EC 231 875-877.
AVAILABLE FROM- Communication Skill Builders, 3830 E. Bellevue, P.O. Box 42050, Tucson, AZ 85733 ($29.95, Catalog No. 7668; set of 3, $75.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; *Daily Living Skills; Elementary Secondary Education; *Home Economics Skills; *Homemaking Skills; Interpersonal Competence; *Moderate Mental Retardation; *Severe Mental Retardation; Teaching Methods
This is the second of three books in a series providing a systematic training program of relevant daily living skills for individuals with moderate to severe mental impairment. Useful terms and expressions are taught through crossword puzzles, experience stories, picture sequencing, flip books, word closure and other exercises. This book covers skills and processes relating to emptying trashcans, vacuuming, sweeping, and mopping. Sample form letters to parents, skills profiles, and lists of goals and objectives are included for reproduction. An introductory chapter discusses the program rationale, chapter components, and guidelines for implementing a training program based on this system. Includes 12 references. (PB)

ED 322 296 CE 055 241

Mrowicki, Linda; And Others
Project Workplace Literacy Partners in Chicago. Final Report. October 1988-March 1990.
Northwest Educational Cooperative, Des Plaines, IL.; Travelers Aid/Immigrants Service of Metropolitan Chicago, IL.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.

PUB DATE- Mar 90
NOTE- 107p.
GRANT- V198A80265
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Adult Basic Education; Adult Vocational Education; Basic Skills; Community Programs; Competency Based Education; Cooperative Programs; Daily Living Skills; Educational Objectives; Education Work Relationship; *English (Second Language); *Functional Literacy; Integrated Curriculum; Labor Force Development; Language Proficiency; *Limited English Speaking; Literacy Education; Manufacturing Industry; Needs Assessment; Occupational Information; School Business Relationship
IDENTIFIERS- *Illinois (Chicago); *Workplace Literacy
A workplace literacy project for employees with limited English proficiency was conducted at five sites in the Chicago area. The 15-month project was a joint effort of an educational agency, a community-based organization, and three manufacturers. The curriculum covered English-as-a-second-language (ESL) life skills, work skills, and job skills. In order to provide the training, the project conducted a literacy audit and needs assessment, developed or selected literacy assessment instruments for each business, developed pre- and posttests, identified workplace competencies, developed curriculum, selected training instructors, recruited students, scheduled classes, pretested students, and measured student achievement on ongoing key competency checklists and on posttests at the completion of the courses. Ninety percent of the employees who completed a course satisfactorily demonstrated the competencies. (The document includes samples of the competency checklists and posttests, a profile of participants by site, and a project evaluation report.) (CML)

ED 322 348 CE 055 460

Adult Vocational Home Economics Operational Policy Manual.
Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 18 Apr 90
NOTE- 81p.

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Adult Programs; Daily Living Skills; Displaced Homemakers; Education Work Relationship; Family Life Education; Homemaking Skills; Job Training; *Occupational Home Economics; Postsecondary Education; *Program Content; *Program Development; *Program Implementation; Standards; *State Programs; Statewide Planning; Vocational Education
IDENTIFIERS- *Ohio

This operational policies manual is for adult programs developed by the Home Economics Education Service, Division of Vocational and Career Education, Ohio Department of Education, and is designed for administrators, teachers, and others responsible for adult vocational home economics programs. The first part of the guide consists of a historical overview of home economics adult programs and general information about programs: supervision and support of adult programs, curriculum services, establishing local programs, reports, PRIDE (Program Review for Improvement, Development, and Expansion) in vocational education and guidance, adult education full-service centers, adult job training programs, program development and implementation, and full-time and hourly job training programs. The second section of the guide describes seven programs: adult consumer homemaking, adult consultative, displaced homemaker, family life education, GOALS (graduation, occupation, and living skills), transition, and work and family. Appendixes to the guide provide information on reimbursement for federally funded programs; supervisory regions for vocational home economics and vocational education personnel development regions in Ohio; lists of personnel development regional center directors and materials available from the Instructional Materials Lab; a sequence for developing vocational education planning districts with PRIDE; a glossary; and a liaison list. (KC)

ED 322 537 CS 212 487

Conrad, Bent; Schousboe, Steen
Meaning and English Grammar. Publications on English Themes (POET) Series, Vol. 14.
Copenhagen Univ. (Denmark). Dept. of English.
REPORT NO.- ISBN-87-88648-13-3
PUB DATE- 89
NOTE- 111p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *English; Foreign Countries; *Grammar; Grammatical Acceptability; Higher Education; Language Usage; *Modern Languages
IDENTIFIERS- *English (British); Grammatical Categories; Meaning Conditions
Intended for university students and scholars with an interest in modern English grammar, this book investigates problems which have all been widely debated. The discussion, based on British rather than American English, is kept as non-technical as possible, and apart from ordinary grammatical terminology no previous knowledge is required. The book discusses the relationship between a grammatical and a semantic description of language. It is divided into the following chapters: (1) Grammar and Meaning; (2) Countability; (3) Number; (4) Aspect; (5) Time and Tense; and (6) The Use of the English Tenses. (MG)

ED 322 583 EA 022 076

Sashkin, Marshall; Sashkin, Molly G.
Leadership and Culture-Building in Schools: Quantitative and Qualitative Understandings.
PUB DATE- 28 Mar 90
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Administrator Characteristics; Administrator Effectiveness; Administrator Role; Case Studies; Collegiality; Cultural Context; Elementary Secondary Education; Institutional Characteristics; *Institutional Environment; Instructional Leadership; *Leadership Qualities; Leadership Styles; Measurement Techniques; Organizational Climate; *Principals; *Qualitative Research; *Statistical Analysis; Teamwork

Understanding effective school leadership as a function of culture building through quantitative and qualitative analyses is the purpose of this paper. The two-part quantitative phase of the research focused on statistical measures of culture and leadership behavior directed toward culture building in the school. The first quantitative part involved the administration of a Leadership Assessment questionnaire to all administrators in a growing school district. The second part involved the administration of a School Culture Assessment questionnaire and a Frames of Reference questionnaire to a random sample of 5 teachers in each of the 12 schools and to 20 central office professional personnel. Quantitative findings indicate that leadership and culture are significantly interrelated. Overall, visionary leadership behavior relates most strongly to teamwork, and effective leadership characteristics are consistent with visionary leadership theory. The qualitative phase of the study involved the application of Deal and Peterson's (1990) five themes of effective culture building to indepth case analyses of five exceptional principals. Qualitative findings indicate that all five strategies are major tools of effective school leaders in the culture building process. The overall finding of the study demonstrates the complementary relationship between quantitative and qualitative methodologies. A table of the Pearson Correlation Matrix data and an extensive bibliography are included. (34 references) (LMI)

ED 322 626 EA 022 149

Hayden, Robert N.
Principal Belief Systems: One Cultural Characteristic Allowing for Effective Instructional Leadership.
PUB DATE- Apr 90
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; Elementary Secondary Education; Ethnography; Field Studies; Organizational Objectives; Organizational Theories; *Participant Observation; *Principals; Qualitative Research; *Role Theory; *Socialization; Social Theories; *Superintendents

The ways in which principal belief systems develop in relation to superintendent role expectations for principals are described in this paper. Methodology included a literature review and participant observation during a 6-month field study to generate grounded theory. Findings indicate that superintendents' communication of role expectations to principals is a significant factor in the principal socialization process. A systematic evaluation process, preferably a conference between the superintendent and principal, is necessary for transmission of the instructional leader role. Congruent belief systems and role identities develop from principals' focus on superintendents' instructional messages, and result in improved home/school relations, instructional leadership, and distinguished schools. Figures illustrate models of the socialization process and interaction dynamics. An extensive bibliography is included. (LMI)

ED 322 669 EC 231 855

Norlander, Kay A.; And Others
Diagnosis and Program Selection for Learning Disabled College Students. Special Education Center Publication Series, Document Number LDC9.
Connecticut Univ., Storrs. School of Education.
PUB DATE- 87
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; College Students; *Counseling Services; *Educational Diagnosis; Higher Education; *Learning Disabilities; Psychological Evaluation; Psychometrics; School Counselors; *Student Evaluation; Test Reliability; Test Selection; Test Validity
IDENTIFIERS- University of Connecticut
This study describes the University of Connecticut's Program for Learning Disabled College Students psychoeducational evaluation process with its components for analysis of aptitude, information processing, and academic skill levels. The resulting report is used to assist students in planning a course of study and delineating support services necessary to achieve specific academic goals. Test selection and psychometric factors are discussed as are reliability, norm analysis and validity findings for the core battery of tests. Pertinent traits of learning disabled students, support services, institutions and their special education programs are discussed as factors important to the planning and counseling services rendered learning disabled students. A suggested assessment battery and an outline of assessment and planning procedures are attached. Contains 24 references. (PB)

ED 322 321 CE 055 351

Agricultural Business Task Analyses. Revised.
Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.

PUB DATE- 88
NOTE- 229p.
AVAILABLE FROM- Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060-2208 ($20.40).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agribusiness; Agricultural Education; *Business Administration; *Competency Based Education; Distributive Education; *Educational Resources; *Occupational Information; Off Farm Agricultural Occupations; Postsecondary Education; Secondary Education; Standards; State Curriculum Guides; *Task Analysis
IDENTIFIERS- *Virginia

This competency-based task analysis guide is intended to assist teachers and administrators in developing secondary-level instructional materials that meet the needs of students and industry and comply with the Virginia competency-based education (CBE) standards for vocational and adult education. It is a revision of the Agricultural Business Instructional Resource Guide published in 1983. Section 1 provides a validated task inventory for agricultural business. For each task, information on performance objectives, criterion-referenced measures, and suggested instructional activities and aids is provided. Section 2 provides descriptions of agricultural business courses, followed by suggested task sequence listings and course outlines. The instructional topics within the course outlines are cross-referenced with corresponding task numbers from the task inventory in Section 1. Courses included are Agricultural Business Fundamentals, Agricultural Business Operations, and Agricultural Business Management. Postsecondary programs, courses, and tasks are briefly described. Appendixes contain a list of references, a tools and equipment list, and a list of audiovisual suppliers. (CML)

ED 322 335 CE 055 438

A New Beginning. Volume I: July, 1985-June, 1986. A Collection of Essays: Recommendations Related to Education in General and Vocational-Technical Education in Particular.
North Carolina State Advisory Council on Vocational Education, Raleigh.
PUB DATE- May 90
NOTE- 108p.; For the other volumes in this series, see CE 055 439-442.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Education; Career Choice; Career Development; Career Planning; Compliance (Legal); Daily Living Skills; Economic Development; *Educational Improvement; *Educational Needs; Educational Planning; Employment Projections; Federal Legislation; Food Service; Institutional Cooperation; Job Training; Labor Needs; Labor Supply; Postsecondary Education; *Program Improvement; Retraining; Secondary Education; Service Occupations; *State Legislation; *State Programs; Teacher Education; Teacher Qualifications; Unemployment; *Vocational Education
IDENTIFIERS- *North Carolina

This is the first of five volumes of essays in the form of recommendations for the improvement of programs, services, and activities offered through vocational-technical education in North Carolina. The volume explains the rationale for, and comments on, 17 recommendations prepared by the State Advisory Council on Vocational Education for fiscal year July 1985-June 1986. Topics covered by the 17 resolutions are the following: (1) the need to better link planning for economic development and postsecondary education and training; (2) enhancing the image of vocational education; (3) the need for teamwork; (4) striving to make vocational education all it can be; (5) need for more opportunities for the unemployed; (6) preparing teachers to learn to teach; (7) strengthening education by cooperating to eliminate the federal deficit); (8) practical applications of vocational education; (9) the need for food service occupations training; (10) service industry jobs for changing careers; (11) a new role and name for the North Carolina School of Science and Mathematics; (12) training workers for small businesses; (13) treating all high school courses equally; (14) supporting food service occupations training programs; (15) upholding the value of all education; (16) the need for more trained workers for industry; and (17) certifying automotive mechanics teachers by an external agency. (KC)

ED 322 377 CE 055 561

Klitzke, Elizabeth; And Others
Composite Evaluation Report for Secondary Vocational Education in Wisconsin. 1986-87. Secondary Vocational Program Evaluation Project.
Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
SPONS. AGENCY- Wisconsin State Dept. of Public Instruction, Madison. Bureau for Vocational Education.
PUB DATE- 87
NOTE- 236p.; For related documents, see CE 055 562-563. For the 1983-84 edition, see ED 256 785.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Education Work Relationship; Employer Attitudes; Employment Level; *Employment Patterns; Females; *High School Graduates; Males; *Outcomes of Education; *Participant Satisfaction; Program Effectiveness; Program Evaluation; Secondary Education; Special Needs Students; Statewide Planning; Unemployment; *Vocational Education; Vocational Followup
IDENTIFIERS- *Wisconsin
An evaluation of secondary vocational education in Wisconsin was made using self-evaluation data from 55 schools. Each school gathered data from graduates, employers, advisory committee members, staff, and current students. Findings from the data were synthesized under five outcome areas: employment, postsecondary training, training satisfaction, male/female differences, and special needs. Some of the findings were as follows: (1) technology education graduates received the highest average wage of any program area, and business education graduate wages increased 62 percent in the 5 years after graduation; (2) two-thirds of graduates are working in jobs related to their high school vocational training; (3) vocational graduates have experienced markedly less unemployment than their contemporaries without such education; (4) vocational education graduates are more likely to go on to further education than to go into the job market immediately; (5) more male graduates are working full or part time, whereas more female graduates are full- or part-time students; and (6) special needs students and graduates have high rates of satisfaction with the program, but these students/graduates are more likely to be unemployed than other vocational graduates and less likely to continue their education after high school. (Document includes 46 tables and 190 pages of appendices that include a list of schools studied; charts illustrating 1978-1987 data for graduates, employers, and special needs students; and computer tables illustrating responses to follow-up studies and questionnaires.) (KC)

ED 322 391 CE 055 581

Educational Guidance for Unemployed Adults: A REPLAN Handbook.
National Inst. of Adult Continuing Education, Leicester (England).
SPONS. AGENCY- Department of Education and Science, London (England).; Training Agency, London (England).
PUB DATE- 89
NOTE- 36p.; A publication of the REPLAN Programme. For related documents, see CE 055 576-580.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Access to Education; *Adult Counseling; Adult Education; *Career Guidance; *College Planning; Cooperation; Counseling Services; Education Work Relationship; Foreign Countries; Models; *Outcomes of Education; Program Implementation; *Unemployment
IDENTIFIERS- *Great Britain

This handbook is intended for people who work with unemployed adults in education and training in Britain, as well as policymakers and administrators in the field. It includes five sections: (1) the principles involved in educational guidance for unemployed adults, including the meaning of unemployment for adults, a definition of educational guidance, a description of an educational guidance network, what the process of educational guidance involves, the importance of educational guidance for unemployed adults, and the characteristics of unemployment that underline the need for guidance; (2) planning services for unemployed clients, including a 15-item checklist; (3) a model for a proactive approach for practitioners for the delivery of educational guidance to the adult unemployed, based on client expectations, the delivery process, and prerequisites for an effective service; (4) conclusions, including working to remove barriers to access, encouraging cooperation and collaboration, promoting awareness of practical outcomes for the student as the measure of success, and ensuring that opportunities for unemployed adults are made a permanent and integrated part of educational programs and policies; and (5) a 28-item bibliography. (CML)

ED 322 420 CG 022 692

Bruce, Willa; And Others
A Profile of Adult Women Students: The Emerging Cohort in Colleges and Universities.
PUB DATE- Mar 90
NOTE- 28p.; Paper presented at the Annual Conference of the National Association for Women Deans, Administrators, and Counselors (74th, Nashville, TN, March 21-25, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Students; College Students; *Females; Higher Education; Profiles; *Reentry Students; *Student Needs
This exploratory study examined the reasons women return to school and the services which they demand as reentry students. The respondents represented female students, undergraduate and graduate, 25 years of age and older, at five institutions in four states. Of 419 surveys distributed, 383 were returned, for a response rate of 91 percent. Data were analyzed using the Statistical Package for the Social Sciences. The Contingency Coefficient was used for analysis of the relationship of discrete nominal variables. The findings revealed that the reasons these adult women gave for attending college differed from the reasons of traditional-aged students. A picture emerged of active women with little extra time to incorporate day-time college attendance. These women appeared to need emotional support and prudent academic advisement. Services required included facilities to care for young children and other ministrations which are generally less in demand by the traditional-aged full-time day student. The results of the study are significant in that they highlight the emerging reality of the needs of the growing mature student cohort. Higher education administrators and educators must reshape and refine the academic environment to accommodate this growing student constituency. (Author/NB)

ED 322 435 CG 022 707

McDaniel, Charles W., Jr.; And Others
West Virginia Department of Education: Governor's Summer Youth Enhancement Program.
PUB DATE- Mar 90
NOTE- 19p.; Paper presented at the National Dropout Prevention Conference (3rd, Nashville, TN, March 25-27, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Dropout Prevention; Program Effectiveness; Secondary Education; Secondary School Students; *Summer Programs
IDENTIFIERS- *Job Training Partnership Act 1982 Title B; West Virginia

The Job Training Partnership Act (JPTA) Title-B mandates that some of its monies be used for remediation of basic skills and places new emphasis on literacy. The act also requires that a system be developed to evaluate the effectiveness of the remediation program. In West Virginia the summer implementation program for JPTA eligible students that were academically deficient used computer assisted instruction because of the non-threatening, highly motivational, self-paced environment that computers create. The program concentrated on mathematics computation skills and reading comprehension skills. A career exploration component was used to introduce students to a variety of occupations. The guidance component was specifically concerned with the development of the students' personal, social, educational, and career aptitudes and goals through direct interaction. Gains made by students were considered to be positive and encouraging. Results of a spring 1989 survey suggest that the program reduced the dropout rate, had a positive effect on grade point average, reduced absences from school, improved motivation and attitude toward learning and school, and increased the enrollments in vocational education. (ABL)

ED 322 480 CS 010 175

Balota, D. A., Ed.; And Others
Comprehension Processes in Reading.
REPORT NO.- ISBN-0-8058-0654-7
PUB DATE- 90
NOTE- 656p.
AVAILABLE FROM- Lawrence Erlbaum Associates, Inc., Suite 102, 365 Broadway, Hillsdale, NJ 07642 ($24.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020)
DESCRIPTORS- *Dyslexia; Inferences; *Reading Comprehension; Reading Failure; *Reading Processes; Reading Research; Sentence Structure; Text Structure; Word Recognition
IDENTIFIERS- Lexical Access; Text Factors; *Text Processing (Reading)

Focusing on the process of reading comprehension, this book contains chapters on some central topics relevant to understanding the processes associated with comprehending text. The articles and their authors are as follows: (1) "Comprehension Processes: Introduction" (K. Rayner); (2) "The Role of Meaning in Word Recognition" (D. A. Balota); (3) "Lexical Access: Another Theoretical Soupstone?" (M. S. Seidenberg); (4) "Does the Reading System Need a Lexicon?" (D. Besner); (5) "The Locus of the Associative-Priming Effect in the Mental Lexicon" (A. M. B. de Groot); (6) "Lexical Processing, Morphological Complexity and Reading" (R. Schreuder; and others); (7) "Eye Movements and Lexical Access in Reading" (A. Pollatsek and K. Rayner); (8) "Lexical Access: Some Comments on Models and Metaphors" (O. Neumann); (9) "What's in a Word? Levels of Representation and Word Recognition" (P. Hudson); (10) "The Cooperative Language Processors: Semantic Influences in an Autonomous Syntax" (C. A. Perfetti); (11) "Parsing and Comprehension: A Multiple-Constraint View" (R. Taraban and J. L. McClelland); (12) "Comprehending Sentences with Empty Elements" (C. Clifton Jr. and M. De Vincenzi); (13) "Reading in Different Languages: Is There a Universal Mechanism for Parsing Sentences?" (D. C. Mitchell; and others); (14) "Parsing Modifiers: Special Purpose Routines in HSPM?" (L. Frazier); (15) "Connectionism: A Case for Modularity" (D. Norris); (16) "Parsing Principles and Language Comprehension During Reading" (G. B. Flores d'Arcais); (17) "Causal Relatedness and Text Comprehension" (J. L. Myers); (18) "Which Elaborative Inferences are Drawn During Reading? A Question of Methodologies" (J.M. Keenan; and others); (19) "Textual Inferences: Models and Measures" (G. McKoon and R. Ratcliff); (20) "The Causal Inference Maker: Towards a Process Model of Inference Generation in Text Comprehension" (P. van den Broek); (21) "On the Control of Inferences in Text Understanding" (W. Vonk and L. Noordman); (22) "Referential Processing in Reading: Focusing on Roles and Individuals" (S. Garrod and A. Sanford); (23) "A Connectionist Model of Text Comprehension" (N. E. Sharkey); (24) "On the Nature of Text-Driven Inference" (A. Sanford); (25) "Explaining Failures in Spoken Language Comprehension by Children with Reading Disability" (S. Crain and D. Shankweiler); (26) "Reading Comprehension in Dyslexic and Normal Readers: A Component-Skills Analysis" (F. A. Conners and R. K. Olson); (27) "Semantic Processing in Dyslexia" (P. H. K. Seymour); (28) "Comprehension Problems in Dyslexia" (J. Rispens); (29) "Comprehension Failures" (A. van der Leij); and (30) "Comprehension Processes in Reading: Final Thoughts" (K. Rayner; and others). (MG)

ED 322 553 CS 507 241

Oseguera, A. Anthony
Internationalizing the U.S. College and University Curricula through the International Mass Communication Minor.
PUB DATE- 23 Feb 90
NOTE- 22p.; Paper presented at the Annual Intercultural and International Communication Conference (7th, Miami, FL, February 23, 1990).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; Higher Education; *Intercultural Communication; *Interdisciplinary Approach; *International Communication; Interpersonal Communication; *Mass Media; *Program Design; *Speech Communication
IDENTIFIERS- Communication Arts; Eastern Illinois University
An international mass communication minor, with its salient, unique communication features and its interdisciplinary nature, can internationalize American higher education and raise students' cultural, political and economic awareness. The relationship existing between communication and the various disciplines is illustrated in the Arts-Sciences Convergence Paradigm, in which history is located at the lower third of a communication pyramid, and philosophy at the top third. Located in the middle of the pyramid are the communication-related content areas (economics, finance, political science, psychology, and sociology) which connect the two convergent areas. Communication disciplines, i.e., foreign languages and journalism, are the bonding agents for these communication-related areas, and, as such, are appropriate for an internationalized emphasis in the curriculum. (Course requirements and selection for a minor in international mass communication are described and one figure containing the Arts-Sciences Convergence Paradigm are included.) (KEH)

ED 322 567 EA 021 978

Hager, Ronald A.
Open Education: A Look at the Subtleties. A Guide for the Unfamiliar Observer of Intermediate Education. Occasional Paper 90-1.
National Middle School Inst., Columbus, OH.
PUB DATE- Apr 90
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Innovation; Experimental Schools; *Experimental Teaching; Instructional Innovation; Junior High Schools; *Middle Schools; Nontraditional Education; *Open Education; *Progressive Education; Student Participation
The open classroom model, enthusiastically adopted in American elementary schools based on the evident success of the British open primary schools, seemed to be an ideal educational concept for implementation into the middle school. But in the past 2 years, a growing number of educators, both at the middle school and the primary school level, have begun to question the open classroom idea. What appeared to be an exciting new way for students and teachers to work together seems to have resulted in failure in many places. Because open education was a fashionable educational movement, and because such movements are often put into practice faster than their advocates wish, the greatest pitfall is that many teachers and administrators are functioning in the open classroom without deliberate training. As a result, there have been many adverse reactions to open education from educators, parents, and students. Viewing the open system with the same point of reference ordinarily applied to traditional education, however, can be erroneous and misleading. Some features that distinguish open classrooms from traditional classrooms include less teacher lecture time and more individualized instruction, a greater degree of student movement within the classroom, and a higher noise level. Audiovisual resources for inservice training are listed (four items) and a 24-entry bibliography is provided. The appendix offers the table of contents from "Open Classrooms in the Middle Schools" (Schein and Schein). (KM)

ED 322 655 EC 231 841

Cherkes-Julkowski, Miriam; And Others
The Psychoeducational Link between Attention Deficit Disorder and Learning Disability.
PUB DATE- 89
NOTE- 46p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attention Deficit Disorders; Classification; *Cognitive Processes; Comparative Analysis; Discriminant Analysis; *Drug Therapy; Drug Use; Elementary Secondary Education; Individual Differences; *Learning Disabilities; Teaching Methods; *Verbal Ability
IDENTIFIERS- Raven Progressive Matrices
This paper examines cognitive processing problems associated with attention deficit disorders (ADD) and their relationship to learning disabilities in elementary and secondary students. Children with ADD, medicated (N=20) and unmedicated (N=21), were compared on the Raven test of Progressive Matrices and other tests with children who had been referred for assessment of learning disabilities (LD) and who were either identified (N=16) or not identified (N=11). Discriminant function analyses were conducted to determine the cognitive/educational profile which differentiated among the four groups studied. Grouping nonmedicated ADD subjects with LD subjects proved effective, indicating a need for special education programming appropriate to both groups. The nonmedicated ADD group demonstrated weaknesses in word attack (decoding) calculations and verbal working memory. Similarities and differences among nonmedicated ADD and LD subjects are discussed. Includes 46 references. (PB)

ED 322 450 CG 022 723

Rattner, Leo
Counseling and Psychotherapy: A Comparative Analysis.
PUB DATE- May 88
NOTE- 26p.; Paper presented at the Annual Meeting of the North American Society of Adlerian Psychology (36th, Seattle, WA, May 27-30, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Comparative Analysis; *Counseling; Counseling Techniques; *Psychotherapy
Counseling and psychotherapy are not the same, but rather represent two modalities with different theoretical premises which use different techniques and pursue different goals. Counseling always focuses on a specific subject and the interaction between the counselor and the client is generally goal-directed. The counselor focuses on the acute problem of the client and does not try to change the personality and lifestyle of the client. His task is limited by mutual agreement and counseling is almost always a short-term endeavor. Psychotherapy, on the other hand, is differently structured from the beginning. The problems with which psychotherapy deals are more difficult and more comprehensive than those that are encountered in counseling. The client is considered a patient and the treatment process lasts longer and has a different accent than in counseling. The main focus in psychotherapy is on fundamental changes. While counseling adopts an activistic stance, psychotherapy wants the patient to find his own solution to his problems. After comparing the two treatment modalities, this paper examines the technique of psychotherapy, the personality of the psychotherapist, and the criteria for therapeutic success. (NB)

ED 322 466 CG 022 739

Hargis, Harry Michael
Comprehensive Design for the Intervention and Reduction of Dropout Rates.
PUB DATE- Jun 86
NOTE- 36p.; M.A. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Dropout Prevention; *Dropout Programs; High Schools; *High School Students; Intervention; Motivation
Dropout rates had increased for 2 years at a suburban public high school with approximately 2,200 students. Recent legislation mandating increased credit requirements, more academic schedules and standards, and mandatory attendance requirements has contributed to an increase in the dropout rate. A dropout intervention program was implemented with the goals of identifying potential dropouts and through the intervention activities to decrease the percentage of actual dropouts. Potential dropouts (N=638) were classified into three problem categories: academic (N=264), attendance (N=328), and behavioral (N=46). Parental involvement was requested, students were interviewed, and activities were recommended based on needs of the student. Results indicated the dropout rate decreased from 6.7 percent to 5.2 percent for an overall reduction of 1.5 percent. The evaluation questionnaire responses of the students indicated the program was indeed helpful, with over 66 percent claiming the academic activities assisted them most. The most frequent comment by the students was to suggest offering more alternatives to making up lost credits. Dropout rates will continue to be monitored over the next few years as the program is refined. Motivating factors will continue to be examined in an effort to prevent as many dropouts as possible. (ABL)

ED 322 495 CS 212 389

Higgins, Lorraine; And Others
Planning Text Together: The Role of Critical Reflection in Student Collaboration.
PUB DATE- Apr 90
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College English; Cooperation; *Critical Thinking; *Freshman Composition; Higher Education; Participative Decision Making; *Peer Evaluation; Problem Solving; Teaching Methods; Writing (Composition); *Writing Processes; Writing Research; Writing Strategies
IDENTIFIERS- *Collaborative Writing; *Reflective Thinking; Writing Development
Critical reflection plays an integral part in independent problem-solving and self-regulated learning. Metacognition, which is knowledge of a task and of the thinker's own cognitive processes, and monitoring, the ability to assess and adapt thinking when problems become apparent, are elements of reflective thinking. Research shows that experienced writers undertake constructive planning when creating and integrating complex networks of goals and strategies. To discover the role of critical reflection in collaborative writing, 22 first-year college students enrolled in 2 core composition courses were encouraged to engage in collaborative planning. Students were to identify discourse problems from their own lives, apply readings on the subject of how language and

conceptual labels affect what is seen and known, and prepare "planning blackboards" before writing. While planning, students did not behave like novice writers, but devoted attention in their discussions to the purpose/key point of their writing, as well as their intended audience. Collaborative planning styles fell into a "checklist approach" (using the planning blackboard as a checklist) and an "interactive approach" (introducing and reacting to key points). Overall, a positive correlation was found between the amount of reflection that went into a student's writing and the quality of that writing. (Two tables of data and two figures are included.) (SG)

ED 322 523 CS 212 473

Deming, Mary P.; Gowen, Sheryl
Can We Get There from Here? The Intersection of Race, Gender and Class.
PUB DATE- Jun 90
NOTE- 21p.; Paper presented at the Young Rhetoricians Conference (Monterey, CA, June 21-23, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Basic Writing; Freshman Composition; Higher Education; Language Usage; Remedial Programs; *Sex Differences; Two Year Colleges; Undergraduate Students; *Writing Skills
IDENTIFIERS- *Academic Discourse; *Basic Writers
A study investigated whether there were significant differences between male and female basic writers, examining the writing processes and products of 19 male and female college freshmen basic writers in a university and 33 male and female freshmen basic writers in a junior college. Results indicated that both groups of students, male and female alike, had difficulty meeting the demands of college prose. It is the intersection of such variables as race, gender, and class that determines which students are labeled as "basic" writers. The researchers are now compiling data to investigate quantitatively the influence of race, gender, and class on the writing processes and products of basic writers. Early analysis of this data has revealed some interesting trends. One such trend finds male basic writers having difficulty with what is generally considered the "male" language of the academy. This suggests that "male" is only a metaphor for a kind of writing that is linear, hierarchical, evaluative, distanced, and controlled. Males who prefer other forms of expression do exist, and are seen with great frequency in basic writing classes. They are shunted into remediation classes until they learn to be distanced, controlled, analytical thinkers--"male" in the way the dominant culture defines "male." There is a danger in the basic writing teacher's intermediary position: that of asking students to give away too much of themselves, their voices and their stories, in order to achieve what the college or university community wants. (Thirty-two references are attached.) (SR)

ED 322 538 CS 212 488

Warrence, Neil
The Integration of Indian Literature into a World Literature Course.
PUB DATE- Jan 90
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Colleges; *Course Content; Course Descriptions; Epics; Foreign Countries; Higher Education; *World Literature
IDENTIFIERS- India; *Indian Literature; Literature in Translation
This document discusses how insights and knowledge gained from the author's stay in India have been applied to developing a course plan for a "World Literature I" course. Following a brief introduction, the document describes using "The Bhagavadgita" and "Hindu Myths," points out some of the general questions which the course addresses in regard to Indian literature, and discusses the use of a slide presentation and sections of an epic film. The document concludes with a number of curriculum materials from the course: questions for mid-term and final exams and for papers, and a secondary reading list. (SR)

ED 322 598 EA 022 102

Bump, Richard E.; And Others
Investigating Alleged Wrongdoing by Employees in the School Setting.
National School Boards Association, Alexandria, VA.
REPORT NO.- ISBN-0-88364-156-9
PUB DATE- Apr 90
NOTE- 52p.
AVAILABLE FROM- Publications, National School Boards Association, 1680 Duke Street, Alexandria, VA 22314 ($25.00 plus $3.50 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Dismissal (Personnel); *Due Process; Elementary Secondary Education; Equal Protection; *Investigations; Laws; Protocol Materials; School Districts; *School Personnel; Sexual Harassment; Student Rights; Teacher Discipline; Teacher Dismissal; Teacher Rights

One of the most frequent problems confronting employers is the need to investigate allegations of or suspicions that an employee has been involved in misconduct and take appropriate action when the evidence substantiates the wrongdoing. School district employers are no exception. Respect and trust in the school working environment are achieved by fair, objective, and firmly enforced disciplinary procedures, including fair investigation techniques. While investigations of alleged wrongdoing by employees are not limited by the restrictions of criminal laws, the investigation should be conducted in a manner that allows any wrong to be detected but that protects the interests of the accused. Intended to provide practical tips for handling these investigations and detailing a variety of investigative techniques, this document examines: (1) the legal climate; (2) the report of the alleged wrongdoing to school authorities; (3) common areas of complaint; (4) conducting the investigation; (5) relationships with outside agencies; (6) making the decision; (7) the role of the employee representative; and (8) media relations. Successful investigations begin with planning and end with a result. It is between these two points that considerable leadership and skill must be applied. Various sample forms and letters regarding complaints, administrative suspensions, and concerns are appended. (16 references) (KM)

ED 322 685 EC 231 877

Riley, Anita Marcott; Whitted, Paula A. Farmer
Housework: Words and Chores for Daily Living Skills. Book 3.
REPORT NO.- ISBN-0-88450-411-5
PUB DATE- 90
NOTE- 518p.; For related documents, see EC 231 875-876.
AVAILABLE FROM- Communication Skill Builders, 3830 E. Bellevue, P.O. Box 42050, Tucson, AZ 85733 ($29.95, Catalog No. 7669; set of 3, $75.00).
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; *Daily Living Skills; Elementary Secondary Education; *Home Economics Skills; *Homemaking Skills; Interpersonal Competence; *Moderate Mental Retardation; *Severe Mental Retardation; Teaching Methods
This is the third of three books in a series providing a systematic training program of relevant daily living skills for individuals with moderate to severe mental impairment. Useful terms and expressions are taught through crossword puzzles, experience stories, picture sequencing, flip books, word closure and other exercises. This book covers skills and processes relating to making beds, doing laundry, and bathroom cleaning. Sample form letters to parents, skills profiles, and lists of goals and objectives are included for reproduction. An introductory chapter discusses the program rationale, chapter components, and guidelines for implementing a training program based on this system. Includes 12 references. (PB)

ED 322 308 CE 055 291

Faraday, Sally; Harris, Richard
Learning Support. 3. Devising Individual Learning Programmes.
Further Education Unit, London (England).; Skill: National Bureau of Students with Disabilities, London (England).; Training Agency, London (England).
PUB DATE- 89
NOTE- 25p.; In: Learning Support. A Staff Development Resource Pack for Those Working with Learners Who Have Special Needs; see CE 055 287.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Continuing Education; Educational Improvement; Foreign Countries; *Individualized Instruction; Individual Needs; *Inservice Teacher Education; Mainstreaming; Media Adaptation; Needs Assessment; Postsecondary Education; *Program Design; Program Development; *Special Needs Students; *Staff Development; *Student Centered Curriculum; Teacher Student Relationship; Training
IDENTIFIERS- *Great Britain
Designing individual learning programs is the subject of this document, one of 9 modules within an 11-unit resource pack designed to help trainers and postsecondary and continuing education staff meet the needs of special needs students in Great Britain. Having completed the module, staff should be able to: (1) describe the learner-centered approach; (2) outline the steps in designing an individual learning program; (3) describe ways to identify special needs; (4) list ways in which a course or program may be modified

to meet special needs; (5) involve the learner in production of program plans; and (6) design individual programs for learners with special needs. The module contains two sections. Section 1 provides a rationale for individualizing learning programs and describes them as a means by which a learner-centered approach can be implemented. Section 2 describes the steps in designing such programs, including collecting and interpreting information; considering program aims and objectives in relation to learner characteristics, needs, and interests; preparing a provisional plan; negotiating with the learner; and monitoring progress. The module contains 11 exercises. (CML)

ED 322 363 CE 055 485

The Adult Learner in Nontraditional Programs. Entering Characteristics of Empire State College Students.
State Univ. of New York, Saratoga Springs. Empire State Coll.
PUB DATE- 86
NOTE- 64p.
AVAILABLE FROM- Empire State College Office of Research and Evaluation, One Union Avenue, Saratoga Springs, NY 12866 (order no. 010094: $9.95; quantity price: $7.96).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Students; *College Programs; *Educational Needs; Higher Education; *Nontraditional Education; *Nontraditional Students; Participant Satisfaction; *Student Characteristics
IDENTIFIERS- *State University of New York Empire State Coll

More adult learners than ever are enrolling in postsecondary education. A review of literature found that more than half of all college undergraduates are women, one of six is a member of a minority group, two of five are over the age of 25, and fewer than three in five are full-time students. A study at Empire State College showed that their adult learners are drawn from professional, semiprofessional, and supervisory jobs; the majority are between 25 and 45 years old; about two-thirds are married; 60 percent are women; and they come from widely diverse backgrounds. More than three-quarters have 1-3 years of prior college learning, and more than one-third prefer business as an area of study. Empire State College has started with adult students and attempted to meet their needs by identifying them, defining their goals, and designing nontraditional programs to meet their needs. These programs include a cooperative program with Bristol Laboratories in Syracuse, a program with a senior citizens center, a studio semester program in New York City, a center for distance learning, a public affairs program in the capital, labor union apprentice programs, and others. Empire State College has attracted and seeks to serve one of the most diverse student populations of any college, and after 15 years of operation, more than 12,000 adult students have graduated. This program can serve as a model for the future. (25 references) (KC)

ED 322 406 CG 022 677

Kirby, Carol; Newlon, Betty J.
Career Aspirations of Gifted Canadian Secondary School Females.
PUB DATE- 86
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academically Gifted; *Career Choice; Expectation; *Females; Foreign Countries; High Schools; *High School Students; Nontraditional Occupations; *Occupational Aspiration; Student Attitudes
IDENTIFIERS- *Ontario (Ottawa)
In spite of major changes in women's work force participation, there is evidence that many female adolescents have limited their career aspirations because of stereotypical thinking in their career decision making. Evidence that these attitudes may be equally true for intellectually gifted females is inconclusive. This study was conducted to examine the career choices and expectations of 140 intellectually gifted female high school students in Ottawa, Ontario, Canada. Data were obtained from two sources: reported career choices and the Career Factor Checklist. Subjects selected 28 different careers, with 74.96% selecting professional careers, and 52.27% selecting male-dominated careers. Subjects perceived the strongest effect on their career choice to be based on individual factors, including self-expectancies, abilities, interests, need to achieve, and attitudes. Situational factors were seen to have the least effect on their career choices. Past research has indicated that bright and gifted women have not realized their potential, being underemployed and underrepresented in positions of power and leadership. The results of this study suggest that this picture may be changing, with the gifted adolescent girls selecting mainly professional careers in male-dominated occupational areas. (Author/NB)

ED 322 509 CS 212 453

Pair, Joyce M.
Teaching English 101CAI: From Romance to Realism.
PUB DATE- Apr 90
NOTE- 21p.; Paper presented at the Annual Meeting of the College English Association (Buffalo, NY, April 5-7, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Computer Assisted Instruction; *Freshman Composition; Higher Education; Instructional Innovation; *Word Processing; Writing Attitudes; *Writing Processes; Writing Teachers
IDENTIFIERS- DeKalb Community College GA; Writing Tasks
This project/study introduced the use of computers in one freshman composition course to determine whether the instructor and the students could accomplish more in a computer-based rather than a traditionally structured course. The assumption was that students would produce better essays on the word-processor and printer, and that the instructor could more efficiently help students with revision, despite her low awareness of technical pedagogy. The experimental section included 23 students at the beginning and 14 at the end, a withdrawal/failure rate not uncommon in other sections and thus no reflection on computer-assisted composition. Results based on personal experience and student surveys revealed that the instructor had a difficult time covering the usual syllabus and that covering the material kept the students from being in the computer lab as often as had been intended. The students, however, did learn more; they completed the work outlined in the usual 101 class, and they learned to use the computer and the WordPerfect program. The students were neither more nor less successful than other 101 students. Finally, the computer was an ideal tool for revision, but not for creating. Students were overwhelmingly inclined to write important in-class essays by hand. (The appendix contains a nine-page course survey and analysis.) (KEH)

ED 322 612 EA 022 126

Berliner, Bethann
Alternatives to School District Consolidation.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 9p.; Colored print on colored paper may not reproduce well.
CONTRACT- 400-86-0009
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Collected Works - Serials (022)
DESCRIPTORS- *Cooperation; *Educational Cooperation; Elementary Secondary Education; *Rural Education; *School District Reorganization; *School District Size; *Shared Resources and Services

Consolidation has become both a solution for small, rural school districts and a contentious policy fraught with numerous difficulties. Despite concerns about limited curricula and higher operating expenses, there is no generalizable evidence that students educated in rural settings underachieve or have deficient social skills. Recent research has found that socioeconomic status, English proficiency, and cultural factors are major indicators of student achievement, not school size and geographic location. This report explores alternative solutions to making needed improvements, including interdistrict sharing, partial reorganizations, extradistrict cooperation, and the use of intermediary units and instructional technologies, and describes the promises and limitations of such alternatives. Districts pooling limited resources are, in effect, increasing their overall enrollment base. Arrangements requiring only minimal involvement are the easiest to sustain. Sharing ease or difficulty depends on factors such as stability, consensus, distribution of benefits, competition, and expense. Three successful examples of partial reorganization include central high school districts, cluster districts, and districts operating student exchange programs. Extradistrict cooperation results when a district receives program support, services, or equipment from area businesses, governmental agencies, nonprofit groups, and postsecondary institutions. Intermediary units are frequently mandated, directed, and funded by the state to coordinate the sharing of resources, teachers, and specialized staff and services. Consolidation and cooperation are contrary policies attempting to accomplish the same goals, but neither fully resolves the problems of small, rural schools. (12 references) (MLH)

ED 322 627 EA 022 150

Delfau, Isabelle
Background and Rationale of the Conceptual Frame: The OECD/CERI International Indicators Project. Draft.
PUB DATE- Apr 90
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Causal Models; Classification; *Educational Assessment; Elementary Secondary Education; *Evaluation Criteria; *Foreign Countries; *Information Networks; *Information Systems; *International Cooperation; Item Analysis; Measurement Objectives; Network Analysis; Performance Factors; Social Indicators; Standards
IDENTIFIERS- *Educational Indicators; Organisation for Economic Cooperation Development

The exploratory and secondary phases of the "Organisation for Economic Cooperation and Development (OECD) project to develop a set of international indicators based on comparable educational data is described in this report. Voluntary networks in 24 OECD member countries are developing a cohesive conceptual framework based on a review of educational models to expand the interpretive values of the set of indicators. Questionnaires based on the International Standard Classification of Education (ISCED) were used to collect data and to transform international educational statistics into a set of comparable indicators. A simple model was developed, due to a lack of consensus on educational models, the diversity and partiality of approaches, and differences between political structures and national policies. The goal of phase two is the expansion and refinement of the model and delineation of 20 to 30 indicators calculated on a comparable basis for most OECD member countries. Definitional problems and considerations of national cultural and political contexts are remaining procedural constraints. (LMI)

ED 322 641 EA 022 169

Lyman, Lawrence; Foyle, Harvey C.
Cooperative Grouping for Interactive Learning: Students, Teachers, and Administrators. NEA School Restructuring Series.
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-1842-7
PUB DATE- 90
NOTE- 99p.
AVAILABLE FROM- National Education Association Professional Library, P.O. Box 509, West Haven, CT 06516 (Stock No. 1842-7-00; $10.95 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Books (010)
DESCRIPTORS- Accountability; *Collegiality; *Cooperative Learning; *Educational Improvement; Elementary Secondary Education; *Group Dynamics; *Staff Development; *Teacher Administrator Relationship
IDENTIFIERS- *Educational Restructuring
Little has been written about the practical considerations for reforming schools from the inside. This booklet explores how people responsible for schools can develop better relationships, new forms of colleagueship, and new ways of working together more productively. Three aphorisms describe the phenomenon of faculty-led school improvement: (1) taking a trip without a roadmap; (2) rebuilding the airplane while in flight; and (3) rediscovering the "if it's not local, it's not real" adage. To restructure education effectively, educators must foster the dynamics of group functioning and build an environment in which

research-proven teaching methodologies promoting positive student interaction can flourish. Cooperation and collaboration are often hampered when groups of teachers and students are asked to work together without using group building activities, which incorporate heterogeneous grouping, positive interdependence, group reward, and individual accountability. Four chapters discuss specific group builders to enhance positive interactions between administrators and teachers, among teachers, and among both younger and older students. The last chapter discusses approaches to assessing the outcomes of the interactive process. Numerous sources for group-building activities are included, along with a selected bibliography of 35 references. (MLH)

ED 322 656 EC 231 842

Pruitt-Shough, Ann; Stuller, Arlene
Language Intervention Strategies for the Kindergarten Population.
PUB DATE- 89
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Early Intervention; Handicap Identification; High Risk Students; Kindergarten; Language Acquisition; *Language Handicaps; *Oral Language; Primary Education; Program Development; Program Implementation; *Teaching Methods
IDENTIFIERS- Kindergarten Oral Language Project; Los Angeles Unified School District CA; Teaching Activities for Language Knowledge
The Kindergarten Oral Language Project (KOLP) is a program of the Los Angeles (California) Unified School District. The program is based on Teaching Activities for Language Knowledge and is designed to improve oral language skills of the kindergarten population, identify students at risk for language and speech problems, and decrease incidences of special education placement. The language and speech specialist works cooperatively with the kindergarten teacher in delivering language lessons in the classroom. The program's philosophy emphasizes the assumption that early intervention will increase oral language competency in the "at risk" population and that oral language competency is the basis for language-related skills and higher level processing. The paper describes the development and implementation of KOLP, its support system, staff development, and evaluation. Includes 13 references. (JDD)

ED 322 670 EC 231 857

Norlander, Kay A.; And Others
Competencies of Postsecondary Education Personnel Serving Students with Learning Disabilities. Special Education Center Publication Series, Document Number LDC14.
Connecticut Univ., Storrs. School of Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 89
NOTE- 35p.
CONTRACT- G008630076
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Qualifications; *College Faculty; College Students; *Learning Disabilities; *Needs Assessment; Postsecondary Education; Program Administration; Teacher Education; *Teacher Qualifications; Training
This paper presents the results of a survey designed to identify the needed competencies of both administrative and direct service personnel in directing and implementing postsecondary support programs for students with learning disabilities. The survey was completed by 299 personnel from institutions of higher learning purported to serve students with learning disabilities. Respondents were requested to rate present and desired levels of competence for both administrative personnel and learning specialists. Fifty-nine competencies were grouped into the following categories: assessment skills, affective interventions, cognitive interventions, instructional skills, counseling/consultation skills, management/leadership skills, and research skills. Competency areas perceived as "most desired" by learning specialists were assessment skills, cognitive interventions, and instructional skills, while administrative personnel rated management/leadership skills as most desired. Personnel currently functioning in the role of the learning disability specialist indicated the need for further training on 17 individual items. Both learning disability specialists and administrative personnel requested more knowledge of assessment and of high school special education programs and personnel. The results are intended to provide educational institutions that prepare postsecondary special services personnel with direction for program development and instruction. Includes 26 references. (JDD)

ED 322 297 CE 055 242

Gold, Patricia; Packer, Arnold
Literacy Audit of Maintenance Workers. Final Report.
Interactive Training Inc., Alexandria, VA.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC. Office of Strategic Planning and Policy Development.
PUB DATE- 23 Mar 90
NOTE- 335p.; Some tables and parts of the appendices contain blurred type and may not reproduce well.
CONTRACT- 99-8-4704-75-077-01
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Buildings; *Education Work Relationship; Employment Qualifications; *Functional Literacy; *Job Skills; Limited English Speaking; Literacy Education; *Maintenance; Promotion (Occupational); Reading Achievement; Reading Materials; Reading Skills; Vocational Education
IDENTIFIERS- *Literacy Audits; National Assessment of Educational Progress; *Workplace Literacy
An 18-month national literacy audit of maintenance worker jobs in multifamily apartment complexes sought to find out: (1) the literacy demands for their job success and promotion; (2) the effects of geographical location on their literacy demands; (3) the effects of management policies on their literacy demands; (4) the impact of illiteracy on workers, residents, and the industry in general; and (5) whether the National Assessment of Educational Progress (NAEP) taxonomy and scales can be used to analyze actual workplace tasks and materials. Data were collected from mailed questionnaires, telephone interviews, 10 site visits to field locations (6 in Indiana, 2 in New York, and 2 in Texas) of 2 national building management companies, and the analysis of workers' on-the-job reading materials. The following results were cited: (1) maintenance workers need a diverse range of reading, writing, computation, and visualization skills; (2) differences in geographic locations appear to have little effect on the literacy demands on these workers, although geographic areas where hirees are likely to have limited proficiency with English are a special situation; (3) the age of the buildings being maintained has a great effect on literacy demands; (4) policies and procedures used by the building management companies produce different literacy demands; (5) low basic skills tend to reduce job productivity and increase safety risks and resident dissatisfaction; and (6) the NAEP taxonomy appears to be relevant for analyzing workplace literacy tasks but the scales will require a great deal more work. (Appendices provide lists of maintenance worker tasks, the supervisor mail survey, telephone interview protocol, site data, and detailed analyses of job materials.) (CML)

ED 322 322 CE 055 389

Boyer-Stephens, Arden, Ed.; And Others
Implementing Career Education at the Elementary School Level.
Missouri LINC.
Missouri Univ., Columbia. Coll. of Education.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
PUB DATE- 90

NOTE- 79p.; For related documents, see ED 282 006, ED 321 126-149, CE 055 390, and CE 055 392.
AVAILABLE FROM- Instructional Materials Lab, 10 London Hall, University of Missouri-Columbia, MO 65211 (order no. 90-0500-I: $8.05).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Education; Counselor Role; Curriculum Development; *Daily Living Skills; *Decision Making Skills; Educational Finance; Educational Resources; Elementary Education; Grantsmanship; Guidelines; Independent Living; *Integrated Curriculum; *Interpersonal Relationship; Learning Activities; Parent Role; Program Development; *Self Concept; Vocational Education
IDENTIFIERS- *Missouri
This guide was developed to help counselors and teachers infuse career education into the elementary school curriculum in Missouri. The guide is organized in eight sections. The first section introduces the idea of career education, traces its history, and lists the Missouri core competencies and key skills related to vocational education. The second section discusses infusing career education into the elementary curriculum. Section 3 suggests activities for teaching five career education skills: decision-making skills, self-awareness, human relationships, vocational/academic skills, and independent living skills. Sections 4 and 5 discuss the counselor's and parents' roles in career education. Section 6 suggests funding sources for career education projects, and section 7 provides a list of publishers of career education materials. The final section lists 45 references. (KC)

ED 322 336 CE 055 439

Where Do We Go from Here? Volume II: July, 1986-June, 1987. A Collection of Essays: Recommendations Related to Education in General and Vocational-Technical Education in Particular.
North Carolina State Advisory Council on Vocational Education, Raleigh.
PUB DATE- May 90
NOTE- 220p.; For the other volumes in this series, see CE 055 438-442.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advisory Committees; Auto Mechanics; Career Development; College Presidents; Community Colleges; Compliance (Legal); Cost Effectiveness; Dropout Programs; Economic Development; *Educational Improvement; Educational Needs; Educational Planning; Education Work Relationship; Federal Legislation; Institutional Cooperation; Labor Needs; Postsecondary Education; *Program Improvement; School Business Relationship; School Guidance; Secondary Education; *State Legislation; *State Programs; Teacher Education; Teacher Qualifications; *Vocational Education
IDENTIFIERS- *North Carolina

This is the second of five volumes of essays in the form of recommendations for the improvement of programs, services, and activities offered through vocational-technical education in North Carolina. The volume explains the rationale for, and comments on, 18 recommendations prepared by the State Advisory Council on Vocational Education for fiscal year July 1986-June 1987. Topics covered by the 18 resolutions are the following: (1) the status of student financial aid in North Carolina; (2) offering vocational education activities at any grade level; (3) amending the Community College Act (1963) to designate all postsecondary education institutions as community colleges; (4) vocational education's role in dropout prevention; (5) providing high quality vocational education; (6) student counseling needs; (7) the Vocational Education Study; (8) improving coordination between educational delivery systems; (9) salary ranges of community college presidents; (10) upgrading the competencies of vocational education teachers; (11) industry-education councils; (12) legislative policy for school guidance; (13) qualifications for automobile mechanics teachers; (14) appointing people with business/industry experience to vocational advisory councils; (15) education for noncertified personnel; (16) evaluation of the dual enrollment policy; (17) limiting educational administration costs; and (18) appointing a vocational education student to the state board of education. (KC)

ED 322 349 CE 055 465

The Large Matter of Small Business.
Business Council for Effective Literacy, New York, NY.
PUB DATE- Jul 90
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Journal Articles (080) Reports - General (140)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Corporate Education; Cost Effectiveness; *Education Work Relationship; Employment Qualifications; Entry Workers; Functional Literacy; Individual Characteristics; *Labor Force Development; *Literacy Education; *Organizational Effectiveness; Organization Size (Groups); Productivity; *Small Businesses; Socialization; Work Attitudes
IDENTIFIERS- *Workplace Literacy

There are more than 4 million small businesses across the country that provide more than half of private sector employment, generate 47 percent of the gross national product, and generate two out of every three new jobs in the United States. Because small businesses provide the majority of new workers with their first work experience, they are at the front line in teaching work socialization. Only 19 percent of firms with fewer than 100 employees provide some basic skills instruction to their employees. Education that is provided to small business employees tends to be more informal and unstructured than in large companies. Formal training in small businesses generally occurs off-site. The greatest barrier to any kind of small business education is the problem of costs. With demographic changes, the choices for small business are to cut profits, to cut wages in exchange for benefits, or to increase productivity and let that pay for the higher cost of doing business. But to increase productivity, a more highly skilled work force will be required. An example of a consortium for providing training to employees of small businesses is the Finger Lakes Regional Education Center for Economic Development in New York. A basic skills program is being offered by Hampden Paper in Holyoke, Massachusetts, to its 185 employees. Problems faced by workplace literacy programs include the need for functional context and the lack of information about what kinds of skills are needed for specific entry-level jobs. (CML)

ED 322 392 CE 055 582

Moss, Jerry, Jr.; Johansen, Barry-Craig
Preparing Leaders in Vocational Education: A Conference Report (Las Vegas, Nevada, April 25-28, 1990).
National Center for Research in Vocational Education, Berkeley, CA.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- May 90
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Graduate Students; *Graduate Study; Higher Education; Leaders; *Leadership; *Leadership Qualities; *Leadership Training; *Management Development; Resources; *Vocational Education
This document includes a description of the conference on preparing leaders in vocational education, the conference evaluation data, a participant list, and a paper, "Resources for Leadership Development: Concepts, Criteria, and Examples" (Finch, Gregson). The paper constitutes the majority of the document and includes resource concepts and criteria; descriptions of 10 examples of resources; 15 references; a 9-item annotated bibliography of leadership development resources and services; and a listing of leadership development providers, including 5 associations and 20 laboratories, institutes, and centers. (CML)

ED 322 421 CG 022 693

Birkimer, John C.; And Others
Multidimensional Health Locus of Control and Causal Attributions as Predictors of Health and Risk Factor Status after Cardiac Rehabilitation.
PUB DATE- May 90
NOTE- 12p.; Poster presented at the Annual Meeting of the Midwestern Psychological Association (62nd, Chicago, IL, May 3-5, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *At Risk Persons; Attribution Theory; *Behavior Patterns; *Health Promotion; *Heart Disorders; Predictor Variables; *Rehabilitation; Test Validity
IDENTIFIERS- *Compliance (Medical); Multidimensional Health Locus of Control Scale
Compliance with many health-promoting regimens is often poor, even among individuals with known chronic disease. Lifestyle changes recommended by cardiac rehabilitation educators are often not adopted or not maintained by clients having suffered myocardial infarction and/or coronary graft bypass surgery. Subjects were graduates (N=117) of a Phase II cardiac rehabilitation program in a major midwestern city. Subjects provided information on demographics, risk factor status, stress, details regarding their cardiac event, and retrospective views of the causes of their cardiac event. The Multidimensional Health Locus of Control (MHLOC) was included. MHLOC internal and chance scales were significantly correlated with retrospective views of the cardiac event on over one-half of the opportunities. The composite scales combining MHLOC internal and chance and combining MHLOC powerful others and chance successfully predicted retrospective views of the cardiac event in one-half of the cases. Causal attributions and the composite "Your Behavior" predicted almost one-half of the retrospective views. The MHLOC scales, and especially the composites, showed enough relationships to encourage this pursuit. Supplemented by other predictors, they may permit presentation of health messages with more effective content, messages better promoting secondary and primary prevention. (ABL)

ED 322 436 CG 022 708

McFarlane, Mary Elaine
Psychological Effects of Abortion: A Critical Review with Implications for Predicting Women at Risk.
PUB DATE- Aug 90
NOTE- 67p.; Doctoral research paper, Biola Univesity.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Abortions; Anxiety; Depression (Psychology); *Emotional Problems; Females; *Predictor Variables; Pregnancy; *Research Methodology; *Research Problems

This paper examines facts and faults of some of the relevant research concerning abortion and its psychological effects. The paper notes that because of research design flaws, conclusions are tentative at best. However, it is concluded that research suggests or indicates: (1) women primarily experience relief and few negative psychological sequelae in the short- and long-term after abortion; (2) women who experience anxiety and depression tend to be younger, unmarried, and more ambivalent about their decision and are more likely to avoid follow-up interviews; and (3) women undergoing subsequent pregnancies also become more vulnerable to delayed grief reactions as defenses weaken, and thus attrition and the use of defenses may result in an underestimation of the prevalence of negative sequelae following abortion. Risk factors identified include: characteristics of the woman prior to and at the time of abortion; the nature of social support and cultural milieu around the abortion; characteristics of the medical environment and abortion procedure; and events subsequent to the abortion which may have aroused post-decisional conflict. The paper concludes that researchers were biased and the effect of those biases has been to hinder accurate estimates of the percentage of women experiencing negative effects of abortion by creating a myth that such problems do not exist. (ABL)

ED 322 451 CG 022 724

Lohr, Mary Jane; And Others
Substance Use during Pregnancy in Adolescence.
PUB DATE- Mar 90
NOTE- 19p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (3rd, Atlanta, GA, March 22-25, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Behavior Change; *Drug Use; Early Parenthood; *Pregnancy; *Substance Abuse
Despite concern over the co-occurrence of substance use and unplanned pregnancy among adolescents, little information is available about drug use before and during pregnancy in adolescence. The present study examined substance use among a sample of premaritally pregnant adolescents (n=241) who were interviewed as part of an ongoing longitudinal study of patterns of drug use among pregnant and parenting school-aged adolescents. Urine samples were obtained from a randomly selected 50% subsample and laboratory analyzed to verify self-reported substance use (2.5% had discrepant data). Respondents were on average 16 years old; 51% were white and 32% were African American. Findings indicated that, although the majority of respondents had a history of substance use, substance use declined substantially during pregnancy. Multiple regression analysis indicated that boyfriend's substance use and best friend's substance use during the previous month, the respondent's perceived harm of substance use during pregnancy, and being a school dropout were related to the respondent's substance use during the previous month, while pregnant. The findings have implications for substance use prevention and intervention programs for pregnant and parenting adolescents. (Author)

ED 322 539 CS 507 192

Rancer, Andrew S.

Argumentativeness and Verbal Aggression: Their Role in Family Violence and Cross-Cultural Communication.

PUB DATE- Apr 90
NOTE- 20p.; Paper presented at the Annual Meeting of the Eastern Communication Association (81st, Philadelphia, PA, April 19-22, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Aggression; Communication Research; Cultural Differences; Cultural Exchange; *Family Violence; *Intercultural Communication; Interpersonal Communication; Persuasive Discourse; Social Behavior; Sociocultural Patterns; *Verbal Communication
IDENTIFIERS- *Argumentativeness; *Communication Behavior; Family Communication; Message Perception

Recent research on argumentativeness and verbal aggressiveness has examined the influence of these two predispositions on marital/interspousal violence and cross-cultural communication. The line of inquiry regarding intrafamily violence and aggression is beginning to emerge. R. J. Gelles and M. A. Straus have identified two intraindividual theories, seven social psychological theories, and six sociocultural theories that have been posited to explain intrafamily violence. D. A. Infante has suggested an interactionist model involving personal, situational, and societal conditions that lead to physically aggressive behavior. Further studies have found that verbal aggression is reciprocal among spouses. Additionally, the increasing frequency of intercultural interaction has led to a flurry of research in cross-cultural communication to examine how differences in behaviors between cultures can stimulate misunderstanding. Studies have explored linguistic, interactional, behavioral, and normative differences between cultures (at this point predominately between U.S. and Japanese cultures) that lead to perceived or actual conflict. (Fifty references are attached.) (KEH)

ED 322 554 CS 507 242

Frith, Katherine Toland
Undressing the Ad: A Method for Deconstructing Advertisements.
PUB DATE- 20 Mar 90
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (73rd, Minneapolis, MN, August 1-4, 1990). Some of the advertisements included may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advertising; Assignments; *Critical Thinking; *Critical Viewing; Higher Education; Learning Activities; Skill Development; Teaching Methods; Visual Literacy
IDENTIFIERS- *Advertising Education; *Deconstructionism
Deconstruction is a critical literary theory which focuses on the unintentional meanings of a text and aims to achieve an unprejudiced, value-free vision of the social and political power structures in society that combine to produce the text. The development of such critical skills in advertising students will deepen their ability to judge the quality of their work and the work of others. A series of examples of students' deconstruction of advertisements provide examples of how students can "undress the ad" to (1) show how cultural messages are woven into sales messages, and (2) discuss mythology and symbolism, cultural stereotypes of men and women, and sexual fantasy. Deconstruction holds great promise for raising the standards of professionalism in advertising and for shaping a more scholarly approach to the study of advertising. (SR)

ED 322 568 EA 022 003

Hill, Franklin
Tomorrow's Learning Environment. Planning for Technology: The Basics. A Technology Leadership Network Special Report.
National School Boards Association, Alexandria, VA. Inst. for the Transfer of Technology to Education.
PUB DATE- 88
NOTE- 151p.
AVAILABLE FROM- Publications, National School Boards Association, 1680 Duke Street, Alexandria, VA 22314 ($35.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Board of Education Role; Classroom Design; *Educational Facilities Planning; *Educational Technology; *Educational Trends; Elementary Secondary Education; Facility Requirements; *Futures (of Society); Learning Resources Centers; Master Plans; School Business Relationship; School Districts; Self Evaluation (Groups)
In order for technology to fulfill its potential for substantially improving school productivity, it must be an integral part of school facilities planning. This report tells how technology-specific issues fit into the more general business of facilities planning and management. Topics covered include the following: (1) a questionnaire to help school districts create a status report on instructional technology and facilities planning; (2) an overview of technology in the media center; (3) an overview of accommodating specific instructional innovations in school spaces; (4) an outline of the planning process in the development of a Florida high school; (4) educational specifications for remodeling and new construction; (5) the use of program management firms; and (6) topics of concern to school board members such as state's responsibility, cost control, selecting a design professional, and passing a bond referendum. Appendixes contain the questionnaire format used to survey school board members; an article about science faculty master planning in Orlando Florida; comments from 12 reviewers of a draft of this publication; and an annotated bibliography of 44 citations in the ERIC database. (MLF)

ED 322 584 EA 022 079

Macpherson, R. J. S.
The Reconstruction of New Zealand Education: A Case of "High Politics" Reform.
PUB DATE- Apr 90
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decentralization; *Educational Change; Elementary Secondary Education; Foreign Countries; Higher Education; *Intervention; *Political Influences; *School Based Management
IDENTIFIERS- *New Zealand
In 1988 and 1989 there was extensive political intervention into New Zealand's education system. In 1988, as part of the Labour Government's wide ranging reform program, broader social values were deployed against "provider capture" in education. The Picot Taskforce recommended the radical devolution of power, resources, and responsibilities to education institutions and local communities. As a result, a large department of education was replaced by a new compact ministry, a national review agency was established to provide systemic accountability, and the terms of professional service, leadership, and governance in education were redefined. This paper, written from a participant-observer's viewpoint, discusses the Guthrie and Koppich model of high political reform in education. In essence, Guthrie and Koppich assert that significant political reform hinges on three preconditions: alignment, initiative, and mobilization. New Zealand's national education service, in existence since 1877, evolved into a system of sectored incrementalism. In contrast, traditional political action has been primarily regional or local in nature. The Picot Taskforce noted that the combined effects of new technology, changing pluralistic values, new cultural sensitivity, and the intensifying demands on educational services had outstripped the system's administrative capacities. Picot opted for radical devolution to reinforce the professionalism of individual teachers, parents, and community participants. In the case of New Zealand, the Guthrie and Koppich model was employed to determine significance and realign social reality. (42 references) (MLH)

ED 322 309 CE 055 292

Faraday, Sally; Harris, Richard
Learning Support. 4. Assessment and Review.
Further Education Unit, London (England).; Skill: National Bureau of Students with Disabilities, London (England).; Training Agency, London (England).
PUB DATE- 89
NOTE- 23p.; In: Learning Support. A Staff Development Resource Pack for Those Working with Learners Who Have Special Needs; see CE 055 287.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Continuing Education; Educational Diagnosis; Educational Improvement; Educational Testing; Foreign Countries; Formative Evaluation; Individual Needs; *Inservice Teacher Education; Mainstreaming; Postsecondary Education; *Recognition (Achievement); Reliability; Self Evaluation (Individuals); *Special Needs Students; *Staff Development; Standards; *Student Evaluation; Student Records; Summative Evaluation; Training; Validity
IDENTIFIERS- *Great Britain
Assessment and review are the subjects of this document, one of 9 modules in an 11-unit resource pack designed to help trainers and postsecondary and continuing education staff meet the needs of special needs students in Great Britain. Having completed the module, staff should be able to: (1) use assessment procedures that specify students' special needs and how provision for them will be made; (2) identify and use appropriate sources to make an initial assessment of learning needs; (3) select and use appropriate assessment techniques; (5) develop a self-assessment procedure; (6) consider the appropriateness of achievement to meet special needs; (7) review the awards made by examining and validating organizations in relation to special needs and suggest appropriate modifications; and (8) make final statements of learner achievement. The document covers preadmission assessment, practical features of assessment, formative assessment, summative assessment, continuous assessment and review, validity and reliability, self-assessment, and records of achievement. Seventeen exercises are included. (CML)

ED 322 378 CE 055 562

Team Member Handbook. 1988-89. Secondary Vocational Program Evaluation Project.
Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
SPONS. AGENCY- Wisconsin State Dept. of Public Instruction, Madison. Bureau for Vocational Education.
PUB DATE- Jul 88
NOTE- 240p.; For related documents, see CE 055 561-563.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Educational Research; Education Work Relationship; Employer Attitudes; Employment Level; Employment Patterns; *Evaluation Criteria; *Evaluation Methods; Females; Guidelines; High School Graduates; Males; *Outcomes of Education; Participant Satisfaction; Program Effectiveness; *Program Evaluation; Rating Scales; Research Methodology; Secondary Education; Special Needs Students; Statewide Planning; Unemployment; *Vocational Education; *Vocational Followup
IDENTIFIERS- *Wisconsin
This document contains an overview of the Wisconsin Secondary Vocational Program Evaluation Project and guidelines for educators making evaluation site visits to the 55 schools evaluated in 1986-87. The first section of the guide introduces the evaluation program and outlines its components. Three following chapters cover: (1) goals of the team visitation; (2) team member roles; and (3) the team visitation report. A glossary is included in the report. Five appendixes provide rating scales and evaluation criteria as reviewed by team members for the management, special needs, guidance, and program area components of secondary vocational education programs. (KC)

ED 322 407 CG 022 678

Rapaport, Ross J.
Alcohol and Drug Abuse Intervention and Prevention Program. 1989-90 Annual Report.
Central Michigan Univ., Mount Pleasant.
PUB DATE- 90
NOTE- 12p.; For 1988-89 report, see ED 310 308.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alcohol Abuse; *College Programs; College Students; *Drug Abuse; *Drug Education; Higher Education; *Intervention; *Prevention; Student Behavior
The Alcohol and Drug Abuse Intervention and Prevention Program (ADAIPP) is a comprehensive program developed at Central Michigan University in 1984 to reduce alcohol abuse, encourage low risk use of alcohol by those of legal age who consume it, support individuals who do not use alcohol or other drugs, and provide referrals for persons with alcohol and other drug problems. This document contains the 1989-1990 annual report for the ADAIPP. Eight ADAIPP goals are listed and the university's alcohol and other drug educational messages are given. Drug education is briefly reviewed as a national concern. An outline of campus activities during 1989-1990 to reduce alcohol and other drug problems contains sections on: (1) staff and campus involvement; (2) curriculum; (3) campus-wide programs; (4) housing; (5) university apartments; (6) the Wellness Resource Center; (7) the Alcohol Education Discipline Program for alcohol-related infractions of the Student Code of Conduct; (8) the Counseling Center; (9) orientation; (10) placement; (11) campus recreation; (12) academic assistance programs; (13) health services; (14) student organizations/student involvement; (15) plans for dissemination of Campus Alcohol Policy;

(16) CM (Central Michigan) Life (a university publication); (17) community involvement and resources; (18) recovering persons prevention project; (19) summer special theme courses and workshops; (20) evaluation; (21) public broadcasting; (22) Department of Public Safety; (23) community education and service; (24) grant funded projects; and (25) consultation. The report concludes with a set of plans for the 1990-1991 academic year. (NB)

ED 322 467 CG 022 742

Cole, James W.
Establishing Student Study Teams and Inter-Team Cooperation To Plan Interventions for At-Risk Students.
PUB DATE- Jun 90
NOTE- 83p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Evaluation Methods; *High Risk Students; *Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Junior High School Students; Middle Schools; *Referral; *Student Evaluation
IDENTIFIERS- Middle School Students
Student Study Teams were established at the middle and junior high school levels to address the needs of at-risk students not being served by special education programs. Also, communication and cooperation between existing Student Study Teams (SST) and other referral teams had been lacking and needed to be improved. The goals were to strengthen regular education's ability to assist at-risk students and develop an awareness of the inter-team referral process within the schools and with community agencies. School principals (N=9) responding to a survey indicated they would support the teams. In 9 of 10 schools, SSTs were functioning or being established. An inservice was conducted for the schools' SST chairpersons on the purpose, function, and maintenance of the teams. Those SSTs established early had a significant increase in referrals of at-risk students. Inter-team cooperation was enhanced by sharing information about the three different referral teams at team meetings and faculty meetings. Inter-team cooperation with the county assessment team was furthered by a district-wide distribution of a poster explaining the purpose of the Youth Service Bureau Assessment Team. A handbook was published which outlined possible reasons for referral, the problem-solving process, the benefits, and the referral process and follow-up. Student Study Team reaction sheet, school psychologists survey, and team leaders questionnaire are appended. (ABL)

CS

ED 322 481 CS 010 176

Adams, S. Angela
Grandma's Gift.
North Dakota Univ., Grand Forks. Center for Teaching and Learning.
PUB DATE- Sep 90
NOTE- 7p.; Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Environment; Comparative Analysis; Elementary Education; *Instructional Effectiveness; Language Skills; Reading Writing Relationship; *Teacher Effectiveness; Theory Practice Relationship; *Whole Language Approach
IDENTIFIERS- Historical Background
Through an imaginary dialogue with her grandmother, a first-grade teacher reflects on the educational methods which her grandmother used and referred to in her journals and discusses the whole language methods used in schools today. A whole language classroom is described as a busy place where activity abounds and conversations buzz. Whole language is a philosophy that the teacher believes in and an encompassing theory blending the use of all language modes. The focus in whole language is on the process not the product, on meaning and purpose. Whole language teachers are empowered through ownership of their teaching. Many of the experiences described in the classrooms of the 1920s seem similar to what might occur in whole language classrooms today, suggesting that effective educational methods will continue to work over long periods of time. (MG)

ED 322 496 CS 212 395

Stanley, Linda
The Best of Both Discourse Worlds: A Two-Tiered Writing Program for the Community College Technology Curriculum.
PUB DATE- Mar 90
NOTE- 27p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Interdisciplinary Approach; *Technical Writing; Two Year Colleges; *Writing Across the Curriculum; Writing Assignments; Writing Improvement; *Writing Laboratories; Writing Strategies
IDENTIFIERS- City University of New York Queensborough Comm C; English Teachers
A writing across the curriculum program at Queensborough Community College in New York began its work on campus as Writing and Reading in the Technologies (WRIT) and chose to work with the Electrical and Computer Engineering Technology (ECET) department. The program's implementation was two-tiered. In Tier 1, over a period of three years, the WRIT staff presented writing strategies to the ECET faculty: using a course journal; improving writing in the lab report; evaluating writing holistically; and, in the third year, the introduction of the microtheme, which resembles both vocational and English discourse in its several manifestations of summary-writing, thesis-support, data provision, and quandary posing aspect. All strategies were well-received and were

implemented, with the exception of the narrative lab report, which met with resistance from the ECET faculty. Together, WRIT staff and ECET faculty developed curriculum materials on WRIT writing strategies for the first two courses required in both the electrical and computer technology programs. In Tier 2, informed about how to think about writing, the ECET faculty themselves, spurred on by their accrediting association, inserted writing into their lab report. In conclusion, this experience indicates that: (1) English teachers can play a role in other disciplines through teaching the value of writing and approaches to assigning it through generic writing-to-learn assignments, like the journal and microtheme; and (2) vocational faculty will themselves proceed to develop writing assignments for their upper level courses that can be considered "discourse centered." (Sample lab assignments with writing questions are included, and 12 references are attached.) (SR)

ED 322 510 CS 212 458

Tedford, Barbara W.
Davies the Manipulator of "The Salterton Trilogy."
PUB DATE- Apr 90
NOTE- 10p.; Paper presented at the Annual Meeting of the College English Association (Buffalo, NY, April 5-7, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audience Awareness; *Authors; Canadian Literature; Characterization; College English; Higher Education; *Literature Appreciation; *Novels; Twentieth Century Literature
IDENTIFIERS- *Davies (Robertson); *Writing Style

Some critics of Robertson Davies' three novels that comprise the Salterton trilogy, "Tempest-Tost" (1951), "Leaven of Malice" (1954), and "A Mixture of Frailties" (1958) complain of their creaky novelistic machinery, suggesting that they merely show an essayist, or journalist, becoming a novelist. These three novels, however, can introduce students to a Davies world that reappears in the Deptford and Cornish trilogies. One reason these early novels might have appeared to be anomalies in twentieth-century fiction is that Davies employs unabashedly old-fashioned techniques. It is made quite clear that he likes a good suspenseful story involving a cast of talkative characters whose idiosyncrasies allow him to express his own attitudes in a satiric way. He brings his experiences both as playwright and essayist to the writing of novels, reveling in dialogue and comic scenes and coming forward in his best Samuel Marchbanks manner to express his opinions for the edification of the gentle reader. Davies pleases his audience because he combines the expected with the unexpected. Davies manipulates the reader to admire artistic genius on stage, in the concert hall, at the writer's desk, and in the painter's studio. He lets the reader see that those characters who are to be most admired are the ones who bring magic to their artistic endeavors, and he stands behind them as the supreme prestidigitator. (MG)

ED 322 524 CS 212 474

Slater, Michael D.; And Others
Impact of the VDT in Structural vs. Mechanical Editing among Students.
PUB DATE- Aug 90
NOTE- 13p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (73rd, Minneapolis, MN, August 1-4, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Editing; Higher Education; Journalism Education; *News Writing; *Video Display Terminals; *Word Processing; Writing Instruction; Writing Research
IDENTIFIERS- Journalism Research; Writing Habits
This study investigated the performance of 28 journalism students in making structural and mechanical/stylistic editing changes in spot news stories on video display terminal (VDT) screens and in hard copy. Results showed that editing on the VDT screen resulted in more structural and fewer mechanical/stylistic changes; academically superior students were better able to use the VDT to make structural changes. Structural editing performance was also associated with the students' personal writing habits. (Thirteen notes are included.) (Author/SR)

ED 322 599 EA 022 103

Gittins, Naomi E., Ed.
Religion, Education and the U.S. Constitution.
National School Boards Association, Alexandria, VA. Council of School Attorneys.
REPORT NO.- ISBN-0-88364-153-4
PUB DATE- May 90
NOTE- 110p.
AVAILABLE FROM- Publication Sales, National School Boards Association, 1680 Duke Street, Alexandria, VA 22314 ($25.00 plus $3.50 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - General (020)
DESCRIPTORS- Academic Freedom; Civil Liberties; Compliance (Legal); *Constitutional Law; Curriculum Design; *Discriminatory Legislation; Educational Legislation; Elementary Secondary Education; Equal Education; Family School Relationship; Government School Relationship; Parochial Schools; Privacy; Public Schools; Religion; Religious Discrimination; Religious Education; School Choice; *School Law; School Prayer; *State Church Separation; Teacher Employment; Teacher Employment Benefits; Teacher Rights

Articles written primarily by practicing school attorneys who represent public school clients are compiled in this publication. Information about how the establishment and free exercise clauses of the First and the Fourteenth Amendments of the U.S. Constitution affect curriculum, student programs and activities, teacher employment, and school board administrative decisions is presented. Articles are as follows: "Public Aid to Parochial Schools," by Dennis G. O'Hara; "An Analysis of the Expansion of Free Exercise and Establishment Clause Challenges to Curriculum and Instructional Practices in the Public Schools," by Jay Worona and Margaret Chidester; "Unemployment Benefits and Free Exercise Rights," by Jeffrey A. Davis; "Use of Facilities by Outside Religious Groups," by John S. Aldridge; "Religious Garb: May Public School Teachers Wear It?" by Fay Hartog-Rapp, Gretchen Winter, and Michele Freedenthal; "Home Schooling," by Perry Zirkel and David B. Rubin; "Accommodation of Employees' Religious Observances," by Fay Hartog-Rapp, Gretchen Winter, and Michele Freedenthal; "Policies and Practices on Religious Expression in the Schools," by Cynthia Lutz Kelly and Naomi E. Gittins; and "The Equal Access Act and Student Groups," by Stephen S. Russell. Membership and publication information about the National School Boards Association Council of School Attorneys is included. (LMI)

ED 322 642 EA 022 170

Academic Tracking: Report of the NEA Executive Committee/Subcommittee on Academic Tracking.
National Education Association, Washington, D.C.
PUB DATE- Jun 90
NOTE- 42p.
AVAILABLE FROM- Publications, National Education Association, Instruction and Professional Development, 1201 Sixteenth Street, N.W., Washington, DC 20036 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ability Grouping; Education Work Relationship; Elementary Secondary Education; *Equal Education; *Grouping (Instructional Purposes); Linking Agents; Socioeconomic Influences; *Student Placement; *Track System (Education)

Academic tracking, one of the most enduring and controversial educational practices, is directly implicated as a link among education, future technical/occupational skill, and the welfare of the U.S. national economy. Tracking's most controversial feature is the potentially harmful effects of bad placement decisions based on such nonacademic criteria as low parental income, race, ethnicity, gender, and special needs. The problem is exacerbated by the rapid displacement of unskilled industrial jobs and a growing demand only for workers having high academic skills. This report outlines the results of an extensive inquiry into the tracking system and presents conclusions and recommendations. Research activities and procedures developed by the National Education Association (NEA) generated a comprehensive analysis of academic tracking. Tracking was found to be very common, becoming more typical during each subsequent school grade. At some point, virtually all students are ability grouped or tracked. Students from diverse ethnic groups are tracked into different classes and curricula. Hispanic and Black students are overrepresented in vocational education and underrepresented in academic tracks. Findings concerning benefits and the role of educational "gatekeepers" are also discussed, along with alternatives to tracking such as the U.S. Department of Education's Regular Education Initiative (REI). Rigid academic tracking creates problems for many students from all socioeconomic and ethnic groups and also creates student isolation by socioeconomic status and ethnicity. Further conclusions and recommendations are discussed. A chronological review of NEA tracking research and a glossary are included. (35 references) (MLH)

ED 322 686 EC 231 878

Balser, Richard M.; Hornby, Helaine C.
Summer: A Transitional Work Opportunity.
Maine Medical Center, Portland. Dept. of Rehabilitation Medicine.
SPONS. AGENCY- Cumberland County Training Resource Center, Portland, ME.; Maine State Dept. of Educational and Cultural Services, Augusta.; Maine State Developmental Disabilities Council, Portland.
PUB DATE- 89
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Disabilities; *Education Work Relationship; High Schools; Hospitals; *School Community Relationship; *Student Employment; *Summer Programs; Transitional Programs; *Work Experience Programs
IDENTIFIERS- Hospital Industries Program ME; Maine
The booklet describes the Maine Medical Center's Summer Youth Employment Training Program conducted in 1986, 1987, and 1988 providing disabled high school students with work experience under close supervision. The first section describes program benefits and the incorporation of the program within the Hospital Industries program which screens, evaluates, trains, and employs people with severe disabilities. Students experience applying for a job, being interviewed, and participating as a regular employee of a major institution. The second section describes program implementation including the role of the employer, the school, the training resource center, and state agencies; financial responsibilities; organizing all project participants, and benefits to the partners. Program components are explained next including referral and selection, work scheduling, the student program, and evaluation and follow-up. The final section notes benefits of such programs to both participants and society. Appendixes include a listing of Maine job training offices, the Hospital Industries Program Intake Form, a work behavior rating form, a situational assessment scale, and a report forms. (DB)

ED 322 364 CE 055 486

Lehmann, Timothy
Do Men and Women in Transition Have Different Educational Needs? Adults' Perceptions of Their Academic Abilities in a Life Cycle Framework with Implications for Faculty Advising, Adult Support Services, and the Mid-Life Transition Period.
State Univ. of New York, Saratoga Springs. Empire State Coll.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 80
NOTE- 38p.; An earlier version was presented at the National Conference on the Adult Life Cycle: From Theory to Practice (2nd, Overland Park, KS, November 23-25, 1980).
AVAILABLE FROM- Office of Research and Evaluation, Empire State College, One Union Avenue, Saratoga Springs, NY 12866 (order no. 010096: $7.50; quantity price: $6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Ability; Adult Development; Adult Education; *Adult Students; College Choice; *Leadership; *Midlife Transitions; Outcomes of Education; *Sex Differences; *Stress Management; Student Characteristics; Womens Education

Empire State College (ESC) is an alternative college that uses an individualized degree plan, assessment of prior learning, and a learning contract arrangement. Data were collected from 4,543 entering students at ESC between fall 1974 and January 1977 on a Student Biographical Inventory (SBI). The SBI included items on the students' background, sources of financial support, reasons for selecting ESC, and a series of questions about how the students view themselves, personal goals, and self-ratings on various intellectual and developmental areas. Male students perceived their leadership ability as higher than female students across the age range from 23 to over 58. Males perceived their ability to handle stress as higher than females until the age of 51 when both sexes were at the same level. Female students perceived their academic ability to be higher than males from the age of 30 onward. Both men and women have significantly higher graduation rates at midlife (ages 37-43) than at younger or older ages. It may be that the midlife transition period represents a second chance or a last chance opportunity for many adults who have decided they intend to complete a degree. (27 references) (CML)

ED 322 437 CG 022 709

Douds, Keith McLaughlin
Treating Abusive Drinkers: A Review of Long-Term Outcome Research Since 1980.
PUB DATE- Aug 90
NOTE- 72p.; Doctoral research paper, Biola University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Alcohol Abuse; *Alcoholism; Counseling Effectiveness; Counseling Techniques; *Outcomes of Treatment; *Rehabilitation
The costs associated with alcohol abuse are staggering. Because of the pervasiveness of alcohol abuse, virtually every psychological practitioner will encounter it. This paper reviews literature about a number of common treatments for abusive drinkers. Specific treatment procedures are evaluated from both research and clinical perspectives. Alcohol treatment research that presents follow-up data for one-year and longer is emphasized. It is claimed that while the efficiency of individual psychotherapy and pharmacological agents are not substantiated by the research, some aversion methods, cognitive-behavioral skills training approaches and family therapies have demonstrated effectiveness in treating abusive drinkers. The paper claims the most effective way to treat abusive drinkers uses a multi-modal approach which would initially target abusive drinking directly, although aversion therapies are not indicated if they are neither necessary nor desired to curtail alcohol consumption. Moreover, it is concluded that, while abstinence or a nonabusive drinking baseline is being established, a combination of skills training and family therapies seemingly represent the most expedient means of maintaining treatment gains. Finally it is stated that support groups can help replace the previously dysfunctional environmental contingencies with the interpersonal resources necessary for recovery. (Author/ABL)

ED 322 613 EA 022 127

Hammer, Charles H.
Advanced Placement Programs in Public and Private Schools: Characteristics of Schools and Program Offerings, 1984-86. Survey Report.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-90-070
PUB DATE- Jul 90
NOTE- 57p.; Data Series: SP-PUPR-85-2.2.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academically Gifted; *Acceleration (Education); *Advanced Placement Programs; Advanced Students; Census Figures; College Bound Students; College School Cooperation; Enrollment; Geographic Distribution; High Schools; *Institutional Characteristics; Minority Groups; *Private Schools; *Public Schools; Racial Composition; *School Demography; School District Size; School Statistics; School Surveys; Teacher Student Ratio

Data on public and private secondary schools that offer advanced placement programs--that is, courses for which college credit is awarded--are provided in this survey report. information on school characteristics and the nature of the program offerings (information not included in College Entrance Examination Board publications) was collected by means of two surveys. The 1985 Public School Survey obtained responses from 8,568 teachers and 2,301 administrators from an initial sample of 2,801 schools, with an 85 percent school response rate and an 80 percent teacher response rate. The 1985-86 National Survey of Private Schools obtained responses from 5,295 teachers and 1,175 administrators in 1,387 private schoosl, with an 85 percent school response rate and a 76 percent teacher response rate. Data were collected on school characteristics, such as teacher/student ratio, school size, minority enrollment percentage, and percentage of high school graduate college applicants. Other variables included public school district size, census region, and enrollment in various courses of study. A comparison of public and private schools examined the relationships between school characteristics and the percentage of schools offering advanced placement programs, the average number of subject areas covered, and the percentage of schools offering such programs in each of the subject areas. Appendices include extensive supporting statistical tables and the survey questionnaires. (LMI)

ED 322 628 EA 022 151

Buttram, Joan L.
Focus Groups: A Starting Point for Needs Assessment.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 90
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
CONTRACT- 400-86-0003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Audience Analysis; Brainstorming; *Discussion Groups; Elementary Secondary Education; Feedback; Marketing; *Needs Assessment; Qualitative Research
IDENTIFIERS- *Focus Groups
Utilization of focus groups, commonly used in marketing research, as the first step of program needs assessment, is examined in this report. Focus groups are useful in generating new data that have not been constrained by a preconceived evaluation format. The goal of focus groups is not consensus building, but identification of a variety of needs. A needs assessment study was conducted by a regional educational laboratory, in five locations across the northeastern United States. Thirty-five representatives from education, administration, business, and professional associations, generated from a list of nominations, participated in focus group discussions. The groups identified regional elementary and secondary educational needs and feasible types of assistance. Group feedback produced a significantly different list of needs than those generated previously by a mail survey. Earlier lists of needs focused on elementary and secondary problems, and the focus groups emphasized needs supportive of the instructional program. Focus groups' requests for assistance were congruent with available services. Findings indicate that, although limited to defining the educational status quo, focus groups are useful in providing input to improve survey design, enhance knowledge of clients' needs, and expand management concepts for future planning. (11 references (LMI)

ED 322 657 EC 231 843

Goring, Mary Beth; Martindale, Maura E.
Delivery of Services to Hispanic Families with Young Hearing-Impaired Children: One Model. Part I and Part 2.
PUB DATE- 20 Nov 89
NOTE- 22p.; Paper presented at the Conference of the American Speech-Language-Hearing Association (St. Louis, MO, November 17-20, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Civil Rights; *Delivery Systems; Elementary Education; *Hearing Impairments; *Hispanic Americans; Knowledge Level; Models; *Oral Communication Method; *Parent Education; *Parent Participation; Preschool Education; Student Rights; Young Children
IDENTIFIERS- *John Tracy Clinic CA
The number of Hispanic school-age children with hearing impairments in the United States is rising. Hispanic parents who discover that their baby has a hearing impairment lack basic information about deafness and experience guilt feelings about the cause of their child's hearing loss. They often do not know how to obtain information or medical care. Initiation of services in the school district often takes far too long, and parents are not familiar with the educational rights of their children. Parents do not understand how to care for, test, and encourage their child's use of hearing aids. The John Tracy Clinic in Los Angeles, California, is a private nonprofit agency that provides free educational, audiological, and psychological services to families that choose the oral communication option for their deaf children (ages birth through 6 years). The program is based on the principle that parents are their children's primary teachers of language. Hispanic parents undergo English-as-a-Second-Language training, parent classes, and support group sessions. The hearing-impaired children may attend the Clinic's nursery school. Clients who have successfully utilized the Clinic's services tend to be motivated, open to learning, energetic, flexible, and hard-working; clients come from varying socioeconomic and educational backgrounds. (JDD)

ED 322 671 EC 231 858

Anderson, Patricia L.; Brinckerhoff, Loring C.
Interpreting LD Diagnostic Reports for Appropriate Service Delivery.
Special Education Center Publication Series, Document Number LDC19.
Connecticut Univ., Storrs. School of Education.
PUB DATE- 12 Aug 89
NOTE- 19p.; Paper presented at the Annual Conference of the Association on Handicapped Student Service Programs in Postsecondary Education (Seattle, WA, August 12, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- College Students; Delivery Systems; *Diagnostic Tests; Handicap Identification; *Learning Disabilities; *Needs Assessment; Postsecondary Education; Psychoeducational Methods; Student Needs; *Student Personnel Services; *Test Interpretation
This paper aims to help service providers more accurately identify specific areas of need and effective accommodations for postsecondary students with learning disabilities, through interpretation of previously prepared diagnostic reports combined with informal interview and assessment techniques. The paper discusses the factors to consider in determining the appropriateness of diagnostic reports, what to look for in diagnostic reports, reasons for providing accommodations for student with learning disabilities, evaluation data necessary to determine appropriate support services, and techniques for sorting data into a useful format. A Student Profile Summary Chart is used to identify pertinent data from psychoeducational and neurological reports and to match individual student needs with appropriate support services. A list of instructional accommodations and program modifications is provided. Includes 14 references. (JDD)

ED 322 298 CE 055 254

Workplace Skills Enhancement Project. Final Report.
Seattle-King County Private Industry Council, Seattle, WA.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE- 90
NOTE- 101p.; Photos in newspaper clippings will not reproduce.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Asian Americans; Basic Skills; *Cooperative Programs; Education Work Relationship; *English (Second Language); English for Special Purposes; *Functional Literacy; Grammar; Immigrants; Interpersonal Communication; *Labor Force Development; Language Proficiency; Limited English Speaking; Literacy Education; Test Wiseness; Vocational Education; Writing Skills
IDENTIFIERS- Job Training Partnership Act 1982; *Washington (King County); *Workplace Literacy

The Workplace Skills Enhancement Project was provided by the Seattle-King County Private Industry Council in Partnership with the Employment Opportunities Center and the Refugee Federation Service Center. Of the 150 participants in the program, 137 were Asian. Workplace literacy training was generally advertised as a voluntary program available to employees who were interested in developing their English skills. Supervisors of participants tended to note improvement in the areas of basic skills, interpersonal communication with co-workers and supervisors, willingness to ask questions and accept criticism, test-taking skills, and job-specific vocabulary. Gains in grammar, reading, and writing skills were not as great as in some of the other areas and were affected by the need for more than 40 hours of training. Of the 106 participants interviewed, all indicated that the training was beneficial. (The document includes external evaluation reports; curriculum outlines identifying competencies, indicators, benchmarks, and means of measurement; an employer or supervisor follow-up checklist; worksheets for grammar skills; and copies of newspaper articles about the program.) (CML)

ED 322 323 CE 055 390

Boyer-Stephens, Arden; And Others
Vocational Adjustment Coordinator Handbook. 2nd Edition. Missouri LINC.
Missouri Univ., Columbia. Coll. of Education.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
PUB DATE- Sep 88
NOTE- 185p.; Revised edition. For related documents, see ED 282 006, ED 321 126-149, CE 055 389, and CE 055 392.

AVAILABLE FROM- Instructional Materials Lab, 10 London Hall, University of Missouri-Columbia, MO 65211 (order no. 90-0001-I: $12.35).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cooperative Programs; *Counselor Role; Disabilities; Educational Resources; Guidelines; Individualized Education Programs; Postsecondary Education; Program Development; Secondary Education; *Special Needs Students; Supported Employment; *Vocational Adjustment; Vocational Education; *Vocational Rehabilitation; *Work Experience Programs
IDENTIFIERS- *Missouri

This guide offers vocational adjustment coordinators practical suggestions about instruction, program management, and administrative procedures that may be used and shared with appropriate personnel in conducting cooperative school work programs as they provide services for handicapped children and youth. The handbook is organized in eight sections. The first three sections explain the roles of the school administration, vocational rehabilitation, and the vocational adjustment coordinator. The following five sections outline five goals and suggest activities for reaching them. The goals are: (1) develop a communication network; (2) cooperate in the development of the individualized educational plan (IEP); (3) facilitate student progress; (4) develop training sites and implement on-the-job training; and (5) interface with the vocational rehabilitation counselor. Resources are suggested for each goal. A glossary, sample forms, a description of a supported work program, and additional resources complete the guide. (KC)

ED 322 350 CE 055 466

Business Education Curriculum. Revised.
Alaska State Dept. of Education, Juneau. Div. of Adult and Vocational Education.
PUB DATE- 87
NOTE- 108p.; For the 1985 edition, see ED 266 251.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business Communication; *Business Education; *Business Skills; Clerical Occupations; Competence; *Competency Based Education; Course Content; Course Descriptions; *Curriculum Development; Educational Planning; *Educational Resources; Program Development; Secondary Education; State Curriculum Guides; Teaching Methods; Vocational Education
IDENTIFIERS- *Alaska

This revised curriculum gives information on the skills and knowledge students should acquire through a business education program. The competencies listed reflect the skills that employers see as necessary for success in clerical and accounting occupations. The handbook is organized in seven sections that cover the following: (1) the concept of competency-based curriculum and the role of vocational educators in curriculum planning, implementation, and evaluation; (2) the scope, sequence, and hierarchy of business education competencies; (3) competencies and tasks for employability skills and skills in the areas of keyboarding, the free enterprise system, financial management, word processing, business communications, general office, recordkeeping/accounting, and business management; (4) course descriptions to assist school districts in developing their vocational programs; (5) a curriculum analysis matrix to be used in determining competencies for specific business education courses; (6) a sample skills card for evaluating and recording student progress; and (7) information on resources and specific materials available in Alaska and the rest of the nation. (KC)

ED 322 379 CE 055 563

Vocational Evaluation Manual, 1988-89. Secondary Vocational Program Evaluation Project.
Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
SPONS. AGENCY- Wisconsin State Dept. of Public Instruction, Madison. Bureau for Vocational Education.
PUB DATE- Jan 88
NOTE- 134p.; For related documents, see CE 055 561-562.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Educational Research; Education Work Relationship; Employer Attitudes; Employment Patterns; *Evaluation Criteria; *Evaluation Methods; Evaluation Utilization; Guidelines; High School Graduates; *Outcomes of Education; Participant Satisfaction; Program Effectiveness; *Program Evaluation; Research Methodology; Secondary Education; *Self Evaluation (Groups); Statewide Planning; *Vocational Education; Vocational Followup
IDENTIFIERS- *Wisconsin

This document provides the procedures and instruments through which vocational education program personnel may evaluate or reevaluate the value and effectiveness of their program. It was prepared to help secondary vocational educators prepare for self-evaluation of their programs and site visits by educational personnel as part of a statewide evaluation of vocational education. Following an introduction that explains the goals and objectives of the statewide evaluation project and a glossary, the manual is organized in three chapters. The first chapter covers self-evaluation and includes information on preparation, collecting the self-evaluation data, analyzing and interpreting the data, and writing the self-evaluation report. External evaluation is covered in the second chapter, which provides a look at the goals of the team visitation, the evaluation team, the conduct of the visit, the preparation checklist, and the team visitation report. The third chapter suggests ways to use the evaluation findings to improve a school's vocational education program. Sample forms and correspondence are provided in the appendixes to the guide. (KC)

ED 322 393 CE 055 584

Levine, Mark L.; Pansar, Eleanor
Boston Workplace Education Collaborative. Final External Evaluation.
Roxbury Community Coll., Boston, MA.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE- Jan 90
NOTE- 25p.
CONTRACT- V198A80213
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Adult Education; Class Size; *Cooperative Programs; Counseling Services; *English (Second Language); *Functional Literacy; *Literacy Education; *Program Implementation; *Relevance (Education); Self Esteem; Unions
IDENTIFIERS- *Massachusetts (Boston); *Workplace Literacy
An evaluation of the Boston Workplace Education Collaborative (BWEC) was conducted during 1989. The BWEC is a partnership among Roxbury Community College, the Boston Private Industry Council, and the American Federation of Labor-Congress of Industrial Organizations (AFL-CIO) of Massachusetts to provide workplace literacy educational opportunities to adult workers. Methods used in the evaluation included personal interviews with a sampling of staff, students, union, and employer representatives; a comprehensive review of key documents; and observation of meetings of the project's advisory committee. Among the findings were the following: (1) BWEC was highly successful in developing and delivering educational services in an efficient, timely, and effective manner; (2) a high level of demand for classes and very consistent attendance were found; (3) employers were satisfied with the effect on employee performance and especially self-esteem; and (4) there was a high level of student satisfaction with instructors, class locations, the hours of the classes, and what they are learning. Areas identified for improvement were provision of more English-as-a-Second-Language classes; more relationship between the curriculum and the jobs of the students; smaller classes; ability grouping for classes; lengthening the classes from 15 weeks to at least 1 year; provision of counseling for students; and more feedback to employers about the progress of their employees. (CML)

ED 322 422 CG 022 694

Unger, Donald G.; Cooley, Marcia
Families of Adolescent Parents: Predictors of Developmental Outcomes.
PUB DATE- Mar 90
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (3rd, Atlanta, GA, March 22-25, 1990).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Child Development; *Developmental Stages; *Early Parenthood; *Family Relationship; Mothers; Racial Differences; *Young Children

This study examined ways in which contact with family members, in particular the teenage mother's own mother and partner, would be related to developmental outcomes in middle childhood in both black and white families. Also investigated were factors (mother's income, age, level of education, and home environment) that could affect these relationships. Data were obtained from the National Longitudinal Survey of Youth, and included a subset of female youth (N=338) who had been teenage mothers and on their children. Adolescent mothers were interviewed in 1979 and then yearly until 1986; all mothers had a child who was either 6 or 7 years old in 1986 when the children were assessed with a developmental battery. The results indicated that black teenage mothers lived longer with their parents while white adolescent mothers married earlier. Mother's age was related to the availability of support persons; younger mothers remained at home with their mothers and/or remained single while older mothers were more likely to live with a partner. There were several differences between black and white families in the role of the grandmother and partner in the child's development. The findings indicated that contact with family members may have both positive and negative relationships with the home environment and child outcomes. (NB)

ED 322 452 CG 022 725

Sears, Samuel F., Jr.; McKillop, Kevin J., Jr.
Hopelessness and Hardiness: A Strained Relationship.
PUB DATE- 5 Apr 90
NOTE- 7p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (36th, Atlanta, GA, April 4-7, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coping; *Diseases; Higher Education; *Personality Traits; *Stress Variables; Undergraduate Students
IDENTIFIERS- *Hardiness; *Hopelessness

Most researchers recognize a moderate but reliable relationship between stress and illness. One personality variable that might increase susceptibility to symptoms of strain and physical illness is hopelessness, while one variable that was initially proposed as a mediator of the relationship between stress and illness is hardiness, a personality style that enables some people to remain healthy even after experiencing high levels of stress. This study was conducted to examine the possible relationships among hardiness, hopelessness, and strain. Undergraduate students (N=305) completed a questionnaire packet consisting of the Hopelessness Scale, a version of the Hardiness Scale, and a checklist of strain symptoms. Significant correlations were found among hopelessness, hardiness, and strain. Hopelessness was negatively correlated with the hardiness composite and with each of the three hardiness subcomponents. Strain was negatively correlated with hardiness and positively correlated with hopelessness. While hopelessness and hardiness were moderately correlated, they each accounted for unique portions of the variance in strain scores. (NB)

ED 322 525 CS 212 475

Karch, Linda
Analyzing Nonfiction Prose: "House" as Symbol.

PUB DATE- Apr 90
NOTE- 23p.; Paper presented at the Annual Meeting of the College English Association (Buffalo, NY, April 5-7, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College English; Higher Education; Literary Criticism; Literary Genres; *Nonfiction; *Symbolism; Symbols (Literary)
IDENTIFIERS- Aesthetic Reading; Archetypes; English Teachers; House Construction; Textual Analysis
Book-length works of nonfiction prose are seldom the object of study when college English teachers, rhetoricians, or theorists are engaged in practicing their profession. Phyllis Frus McCord (in "Reading Nonfiction in Composition Courses: From Theory to Practice" 1985) proposes that the goal should be "to break down the hard line between literature...and nonliterary texts." One way of doing this is by analyzing nonfiction prose by explicating such elements as character and image. In Tracy Kidder's book "House," the interaction between character and image moves the reader from the world of the actual to the mythic, imaginative world of archetypal symbols, the shaping principle of this literary work. The house functions as a symbol in the meaning it assumes for each individual: traditions, control, status, new beginnings, making a mark, rebellion, good-will, artistic, aesthetic, and accomplishment. The house functions as a symbol in what it means as the representation, on a more universal level, of the notion of continuity: homeownership, orientation, art, rituals, celebration and ceremony, and the spiritual flow of creativity. (Author/RS)

ED 322 540 CS 507 194

Herbeck, Dale A.
The Case against Conditional Argumentation.
PUB DATE- 19 Apr 90
NOTE- 13p.; Paper presented at the Annual Meeting of the Eastern Communication Association (81st, Philadelphia, PA, April 19-22, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Debate; *Debate Format; *Persuasive Discourse; *Rhetorical Criticism; *Rhetorical Theory; Speech Communication
IDENTIFIERS- *Debate Strategies; *Debate Theory
Despite literally tens of thousands of rounds of debate competition over a number of years, little insight into argumentation theory has resulted. Debate as practiced by college debating teams has become a laboratory for perfecting itself. Permitting the divergence of debate from argumentation forfeits an ideal opportunity to study argumentation. The use of conditional argument can be assessed as it relates to argumentation theory and practice. Conditional argument, defined as a contention that is developed hypothetically, can be dismissed at any point in debate, irrespective of how such a claim has been argued. As such, conditional argumentation is inappropriate and undesirable in debate competition because it: (1) fails to satisfy the minimum preconditions necessary for meaningful argumentation; (2) results in shoddy advocacy in absolving the debater of intellectual accountability; and (3) cannot be evaluated meaningfully. Allowing conditional claims would not make for more rigorous comparison of policies, while barring such arguments would neither render debate unreal or artificial nor unfairly restrict negative options. Conditional argumentation should be discouraged in academic debate. (Nineteen footnotes are included.) (SG)

ED 322 555 CS 507 243

McBride, Michael H.; Cline, Carolyn G.
To Be or Not To Be Ethical. That's the Question for Advertising Students and Practitioners.
PUB DATE- Mar 90
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (73rd, Minneapolis, MN, August 1-4, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Advertising; *Attitude Measures; Business Education; Codes of Ethics; College Students; Comparative Analysis; *Ethics; Higher Education; Integrity; Speech Communication
IDENTIFIERS- *Business Ethics; Business Research
A study examined the business and personal ethics of advertising students and advertising practitioners to determine whether important differences exist between the two groups. Data were gathered from 256 advertising professionals and from 178 students majoring in advertising at a Southwestern university. Subjects responded to twelve "ethical/unethical" scenarios in business dealings originally published in "Advertising Age." Results revealed several statistically significant differences which contradict findings from earlier studies which found little or no difference in the business ethics of students versus practitioners. Students and practitioners tended to agree only on half of the scenarios, which indicates that either: (1) practitioners understand "acceptable" limits given real-world situational factors considerably better than students without similar experience, or that (2) students indicate a naivete by maintaining higher standards prior to real-world experience. Results also indicated that female ethics standards are higher than male standards. Further research regarding ethical decision-making by both groups and the need for ethics courses within the university curriculum are called for. (Three tables containing data and the Ethics questionnaire are included; 28 references are attached.) (KEH)

ED 322 569 EA 022 005

Wax, Anne S.; Hales, Loyde W.
Can Colleagues Identify the Burned Out School Administrator?
PUB DATE- 88
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Administrators; *Burnout; Elementary Secondary Education; *School Administration; *Stress Management; Surveys
Although burnout has been extensively studied in business and various public services, only a few studies in education have been conducted, and these were primarily with teachers. Few studies of school administrator burnout have been conducted using instruments appropriate to that field. This paper summarizes a study examining the relationships between colleague perceptions and administrator burnout as measured by the Administrator Role Perception Inventory. This study also investigated the relationships between colleague perceptions and factors associated with burnout. The sample was drawn from the membership of a west coast, state-level organization of school administrators. All 2,113 members received a biographical questionnaire and the inventory; 62 percent completed and returned the packet. For a random sample of 159 members, colleague questionnaires were distributed, for a 48 percent return rate. Means and standard deviations for the subsample of administrators on the ARPI were calculated. Coefficients of correlation between the ARPI scales and colleague perceptions were also calculated. Results indicated that burnout exists and that the characteristics of burnout among school administrators (depression, lowered motivation, isolation from others, and reduced accomplishment) can be identified by colleagues. As this study suggests, it is possible to develop skills in identifying emerging burnout, perhaps aided by an inventory developed for this purpose. (18 references) (MLH)

ED 322 585 EA 022 081

Packard, Richard; Dereshiwsky, Mary
Developing Equity & Readiness in School District Organizations: Assessment, Profiling, Restructuring, & Redeployment of Resources.
Northern Arizona Univ., Flagstaff. Center for Excellence in Education.

PUB DATE- 29 Mar 90
NOTE- 14p.; Paper presented at Northern Arizona University Accountability Summit (Flagstaff, AZ, March 29, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Ladders; Competency Based Teacher Education; *Educational Assessment; Elementary Secondary Education; Evaluation Methods; Job Performance; Performance Contracts; School Effectiveness; Teachers
IDENTIFIERS- *Arizona
An analysis of the Organizational Readiness Assessment Model, which was developed from research on the Arizona Pilot-Test Teacher Incentive Program: Career Ladders, a performance-based teacher reward system, is the purpose of this report. The model is composed of essential focus and support factors for educational improvement and success, which must be assessed by schools to determine their readiness to support the teacher incentive program. Data are collected through annual surveys of program participants, small group interviews, and a district profiling procedure. General findings indicate that diversity among school district organizations necessitates individual assessments and profiles, and that career ladder programs have generally had a positive effect on student achievement. Finally, the research points to the gap between theory and practical application. Diagrams illustrate the assessment model and profiles of district strengths and weaknesses. (LMI)

ED 322 337 CE 055 440

Ideas Are Forever! Volume III: July, 1987-June, 1988. A Collection of Essays: Recommendations Related to Education in General and Vocational-Technical Education in Particular.
North Carolina State Advisory Council on Vocational Education, Raleigh.
PUB DATE- May 90
NOTE- 174p.; For the other volumes in this series, see CE 055 438-442.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; Compliance (Legal); Cost Effectiveness; Economic Development; *Educational Finance; *Educational Improvement; Educational Needs; Educational Planning; Federal Legislation; Governance; Institutional Cooperation; Postsecondary Education; Program Improvement; School Business Relationship; School Guidance; Secondary Education; State Boards of Education; *State Legislation; *State Programs; *Student Financial Aid; Teacher Education; Teacher Qualifications; *Vocational Education
IDENTIFIERS- *North Carolina

This is the third of five volumes of essays in the form of recommendations for the improvement of programs, services, and activities offered through vocational-technical education in North Carolina. The volume explains the rationale for and comments on 26 recommendations prepared by the State Advisory Council on Vocational Education for fiscal year July 1987-June 1988. Topics covered by the 26 resolutions are the following: (1) teaching requirements for administrators; (2) approval of a study of the Carl D. Perkins Vocational Education Act and Job Training Partnership Act programs; (3) changing the distribution of financial assistance under the Perkins Act; (4) need for a State Board of Education review of the report "The Clash of Ideas is the Sound of Freedom"; (5) school attendance policies; (6) testing for vocational education teachers; (7) student financial aid; (8) peer advisors on vocational education; (9) implementing council recommendations; (10) governance of vocational education; (11) teacher qualifications; (12) expenditures for vocational education equipment; (13) increasing community college enrollment; (14) financial aid for prospective teachers; (15) need for pamphlets publicizing vocational education; (16) qualifications of community college faculty; (17) community college advisory boards; (18) need for a unified system of educational administration; (19) training for the unemployed; (20) approval of a mission statement; (21) support for the efforts of the Association of Community College Trustees; (22) development of a brochure for community colleges; (23) financing vocational education; (24) funding community colleges; (25) unspent funds; and (26) distribution of college vocational education funding. (KC)

ED 322 468 CS 010 147

Brown, Minnette I.
Improving Reading Comprehension of Second Grade Students through the Use of "Story Mapping."
PUB DATE- Jun 90
NOTE- 80p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Class Activities; Grade 2; Primary Education; Reading Attitudes; *Reading Comprehension; *Reading Instruction; Reading Research; *Reading Strategies; Teaching Methods
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Florida; Metropolitan Achievement Tests; *Story Mapping
This study investigated the effects of story mapping on reading comprehension. Subjects, 20 second-grade students of below-average reading achievement, were presented over a 10-week period with activities in story mapping utilizing a variety of story map frames. The Metropolitan Achievement Test was administered as a pre- and posttest. Results indicated that with story mapping, students were better able to see the relation between story elements as well as to detail before, during, and after reading. Results also indicated significantly higher scores in literal and inferential comprehension. Findings suggest an improved attitude toward reading thus, increasing the use of library facilities both in and out of school. (Four tables of data, an attitude survey, a survey of library usage, lesson plans, and story map frames are appended.) (RS)

ED 322 482 CS 010 177

Schmelzer, Ronald; Dickey, JoAnna Paterno
Using Story Grammar To Teach Literature: Episodic Mapping.
PUB DATE- 8 May 90
NOTE- 11p.; Paper presented at the Annual Meeting of the International Reading Association (35th, Atlanta, GA, May 6-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Elementary Secondary Education; Learning Activities; Prose; Reading Comprehension; *Reading Instruction; Reading Skills; *Reading Strategies; Story Grammar; Teaching Methods
IDENTIFIERS- *Episodic Organizers; Narrative Text; *Semantic Mapping
To help students achieve a better understanding of narrative prose, yet still keep the benefits of semantic mapping, the traditional form of the semantic map is modified by incorporating the elements of story structure as part of the map. This format is called episodic mapping. Episodic mapping is based on the idea that most well-developed stories contain the same basic elements of structure. The five elements of episodic mapping include: setting, problem/goal, major episodes, theme, and resolution. This method helps children put story abstractions into the concrete, giving the children something more tangible with which to work. The visual nature of the episodic map also helps the children better understand the interrelatedness of the various parts of the story. This method has a lot of potential for the reading teacher who is trying to teach and encourage interest in narrative prose. It can also be used to reinforce or teach many of the specific skills necessary for reading comprehension. When practicing or assessing comprehension skills, classroom activities related to the following skills are especially useful: interpreting story events, drawing conclusions, finding the main idea or theme, sequencing events, comparing or contrasting, finding cause and effect, developing a sense of inference, and locating information. (One diagram is included.) (MG)

ED 322 511 CS 212 459

Program Analysis of Stanford Writing Assessment Grades 3, 6, 8, and 10. Spring 1987 and Spring 1988 Administrations.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
PUB DATE- Oct 89
NOTE- 127p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Grade 3; Grade 6; Grade 8; Grade 10; State Surveys; *Writing Achievement; *Writing Evaluation; Writing Research; *Writing Skills; *Writing Tests
IDENTIFIERS- *Hawaii; *Stanford Writing Assessment

This report provides information on how Hawaii's students performed on the 1987 and 1988 administrations of the Stanford Writing Assessment (which was adopted as part of Hawaii's Statewide Testing Program). Included in the report are a state summary of the performance of students in grades 3, 6, 8, and 10 and an analysis of the assessment results for each grade. The report serves as a model for analysis of the Stanford Writing Assessment results and is intended to help schools and districts analyze their own data and use relevant information and analytical processes from the document to plan and direct student learning. The report's first section, an overview, discusses: purpose, background of writing test administrations, description of the Stanford Writing Assessment, scoring procedure, approach to program analysis, curriculum validity, and general summary of student performance. The second section contains the analysis of assessment results, presenting stanine distributions for each grade separately. The report's third section presents conclusions and recommendations for improving student performance in writing. Appendixes contain scoring rubrics, matches of writing dimensions with performance expectations, and matches of writing dimensions with language arts program objectives. (SR)

ED 322 687 EC 231 879

Hess, Karin K.
The Status of Gifted Education in New Jersey: Analysis of the 1988-89 Gifted Education Survey.
New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.
PUB DATE- Apr 90
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Research/Technical (143)
DESCRIPTORS- Delivery Systems; Elementary Secondary Education; Enrichment Activities; *Gifted; Mainstreaming; Resource Room Programs; Special Classes; *State Programs; *State Surveys; *Talent Identification
IDENTIFIERS- *New Jersey
The document reports findings of a 1988-89 survey of all school districts in New Jersey to determine the status of gifted education. Major findings included the following: a total of 122,626 New Jersey students were identified and served during the 1988-89 school year; a larger percentage (11.3%) of the total school population was served than in the previous year; the number of urban students served more than doubled from the previous year; the most common program provided students in grades 2-6 is a pull-out program whereas the most common program provided gifted students in grades 7-12 is enrichment in the regular classroom; all school districts use multiple criteria to identify gifted students; teacher nomination and standardized achievement test scores are the most common methods used for gifted identification in grades PreK-9, whereas teacher nomination and report card grades are the most common identification methods used in grades 10-12; in grades PreK-8, there is a higher percentage (56%) of gifted program teachers than other program teachers (44%) with the reverse being true in grades 9-12. The survey form is attached. (DB)

ED 322 310 CE 055 293

Faraday, Sally; Harris, Richard
Learning Support. 5. Training/Teaching and Learning Strategies.
Further Education Unit, London (England).; Skill: National Bureau of Students with Disabilities, London (England).; Training Agency, London (England).
PUB DATE- 89
NOTE- 43p.; In: Learning Support. A Staff Development Resource Pack for Those Working with Learners Who Have Special Needs; see CE 055 287.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Brainstorming; Classroom Techniques; Continuing Education; Educational Improvement; *Educational Resources; Experiential Learning; Foreign Countries; Group Discussion; Individual Needs; *Inservice Teacher Education; *Learning Strategies; Mainstreaming; Postsecondary Education; Simulation; *Special Needs Students; *Staff Development; Student Projects; Task Analysis; *Teaching Methods; Training
IDENTIFIERS- *Great Britain

Teaching and learning strategies are the subject of this document, one of 9 modules in an 11-unit resource pack designed to help trainers and postsecondary and continuing education staff meet the needs of special needs students in Great Britain. Having completed the module, staff should be able to: (1) recognize the value of activity and variety in assisting learning; (2) select and implement methods appropriate for learners' individual needs; and (3) plan a learning program relevant to stated objectives

incorporating variety in learning activities, resources, and methods of organization. Following an introduction, the first of four instructional sections deals with the benefits of activity and variety, on the premise that special needs learners are likely to be more responsive to learning by doing than simply listening to lectures. Section 2 explains how space, time, and people are important in the management of learning. Section 3 examines a range of teaching methods, including brainstorming, buzz groups, discussion, experiential learning, projects, simulation, and task analysis. Section 4 lists the factors to be considered in planning and preparing a session, i.e., needs of the learners, goals, objectives, content, methods, resources, student assessment, and session evaluation. Fifteen exercises are included in the module. (CML)

ED 322 408 CG 022 679

A Look at Education's Role Today.
Georgia State Board of Education, Atlanta.
PUB DATE- 90
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Alcohol Education; *Drug Education; Early Parenthood; Elementary Secondary Education; *Environmental Education; Health Education; *Homeless People; *Parent Education; *Pregnancy; Pregnant Students; School Role

This issue of "Georgia ALERT" contains a series of articles focused on specific issues confronting schools and education today. "Education and the World Around Us: How Will Schools Cope?" (Kristin Summerlin) looks at the 1990s and what this decade will hold for children in school. A section on Acquired Immune Deficiency Syndrome (AIDS) education by Merri Sheffield contains four articles: "Students and AIDS: A Doctor's Crusade," "AIDS: What You Should Know," "Gwinnett County: A Case Study," and "One Family's Story." Other sections focus on teenage pregnancy ("Giving Teen Mothers a Second Chance at School" by Kristin Summerlin), parent education ("Helping Parents Prepare Their Children for School" by Kristin Summerlin), environmental education ("Expanding the Classroom to Encompass the World" by Wagers Chenault), drug and alcohol education ("Georgia Schools Go Beyond 'Just Say No'" by Judy Whidby Hall), homeless students ("Missing School Is Just One of Many Traumas" by Gale Samuels), and teaching tolerance ("A World of Difference" by Kristin Summerlin). (NB)

ED 322 497 CS 212 396

Marshall, David F.
Up-date and Implications for English Teachers of English Only Legislation.
PUB DATE- Nov 89
NOTE- 19p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (79th, Baltimore, MD, November 17-22, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- English Instruction; Federal Legislation; Language Dominance; Language Role; Language Standardization; Lobbying; *Multilingualism; Presidential Campaigns (United States); State Legislation; *Teacher Role
IDENTIFIERS- *English Only Movement; *English Teachers; Language Sensitivity; Tolerance
Recent developments have occurred which English teachers need to know about to make an accurate assessment of their role in combating the still growing form of nativism created by the English Only movement. First, a breakthrough in national politics has provided a tolerance and an appreciation of multilingualism in the United States. In the presidential campaign of 1988, the Democratic candidate addressed his convention in Spanish, and the Republic candidate had a member of his family, Hispanic herself, address

that convention. Also, disclosures about and resignations of key individuals and political figures suggests that U.S. English--a lobby for English Only--has lost a major amount of prestige in the American press and that its leadership is in disarray. Secondly, a historical outline of English Only states reveals that the shift to the constitutional route for enacting this law has resulted in considerable difficulties or total defeat. Furthermore, even when passed, most of these English Only laws are either ignored by most persons or are viewed as "decorative and innocuous." Thirdly, new support for multilingualism exists at the federal level. Recent guidelines adopted by the Equal Employment Opportunity Commission regarding rules about language use in the workplace and alterations to the wording of the English Only proposed amendments to the United States Constitution evidence increased tolerance for multilingualism. (Twenty-two references are attached.) (KEH)

ED 322 600 EA 022 105

Jones, Byrd L.; Maloy, Robert W.
Partnerships for Improving Schools. Contributions to the Study of Education, Number 24.
REPORT NO.- ISBN-0-313-25594-6
PUB DATE- 88
NOTE- 179p.
AVAILABLE FROM- Greenwood Press, Inc., 88 Post Road West, Box 5007, Westport, CT 06881 ($35.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Books (010)
DESCRIPTORS- *College School Cooperation; *Educational Cooperation; Elementary Secondary Education; Higher Education; *Institutional Cooperation; *Professional Development; *School Business Relationship
IDENTIFIERS- *Partnerships in Education
Building organizational linkages between schools and other organizations requires many levels of support, trust, volunteered efforts, and complex understandings of social realities. Drawing on documented accounts and the authors' experiences, this volume presents definitions of interactive partnerships, barriers to school improvement and the culture of schools, concepts for understanding interorganizational developments, modal developmental stages of a partnership, interests and purposes of outside organizations, cooperation and conflict within collaborative endeavors, teacher development and empowerment through interactions with others, interorganizational strategies and structures, leadership styles and assessments for collaborations, and school improvements and future societies. Part 1, "A School Improvement Perspective," argues that partnerships between schools and other organizations have empowered teachers and improved schools. Part 2, "Studies of Partnerships," presents a detailed study of a school-university project and scenarios of school interactions with parent/community groups, businesses, and human service agencies. Part 3, "Evolving Understandings," is devoted to common dynamics and processes found in partnerships from the distinct standpoints of teachers, organizations, leaders, and the larger society. Over time, interactive processes between schools and outside organizations foster evolving understandings of education and better futures. An index is included. (163 references) (MLH)

ED 322 629 EA 022 152

Zatko, Gary
The Alberta Strategy for Educational Reform: Balancing Inputs, Processes, and Results.
PUB DATE- Apr 90
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrative Change; Administrative Organization; Educational Administration; *Educational Change; Educational Innovation; Elementary Secondary Education; Foreign Countries; Formative Evaluation; Governance; Outcomes of Education; *Policy Formation; Power Structure; Program Evaluation; Resistance to Change; *School Restructuring; Systems Approach
IDENTIFIERS- *Alberta
A results-based educational approach focuses on the outcomes of processes and inputs into the educational system and stresses results, such as student achievement, rather than process. The results-based educational reform initiatives undertaken in Alberta from 1982-1990 are described in this paper, with a focus on interrelated results-oriented projects developed in the areas of management, programs, and governance. A conclusion is that the shift to a results-based approach has created a more balanced policy, though problems in politics, communication, time and investment, and cooperation have hindered reform implementation. Implementation of results-based initiatives is predicted to accelerate because reform efforts are creating a new status quo that is open to innovation. Figures illustrate components of the Alberta reform movement, key events in implementation, and current and projected sources of reform initiatives. (17 references) (LMI)

ED 322 643 EA 022 173

Melnick, Steven A.; Fiene, Richard
Assessing Parents' Attitudes Toward School Effectiveness.
PUB DATE- Apr 90
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990). Portions of the appendix contain small print which may reproduce poorly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Family School Relationship; *Parent Attitudes; *Parent Participation; Parent Role; Parent School Relationship; Parent Student Relationship; *School Effectiveness
The relationships among parents' attitudes about school effectiveness, parent involvement, and student achievement is investigated in this study. The Parent Attitudes Toward School Effectiveness (PATSE) was administered to 4,979 parents of children in grades K4 through 5 in an urban school district, yielding a response rate of 67 percent, or a final sample of 3,328 parents. Iowa achievement test scores of a random sample of 250 children in grades 1-5 were then matched with their parents' survey responses that had been classified according to level of involvement and attitudes about school effectiveness. Findings indicate that

involving parents in substantive ways in their children's schooling has a significant impact on parents' attitudes toward the school. A second finding demonstrates a direct relationship between parents' attitudes toward the school and student achievement. Although not a causal relationship, findings demonstrate that increased parent involvement not only contributes to positive school perceptions, but is also related to improved academic performance. Recommendations are made for revision of the survey instrument. A copy of the survey instrument and statistical tables are included. (13 references) (LMI)

ED 322 658 EC 231 844

Guidelines for Programs Serving Students with Severe Handicaps.
Oregon State Dept. of Education, Salem.
PUB DATE- Mar 90
NOTE- 79p.
AVAILABLE FROM- Publications Sales Clerk, Oregon Department of Education, Salem, OR 97310-0290 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Delivery Systems; Educational Objectives; Educational Practices; Educational Quality; Elementary Secondary Education; Moderate Mental Retardation; *Program Development; *Program Evaluation; Program Improvement; *Self Evaluation (Groups); *Severe Disabilities; *State Standards
IDENTIFIERS- Oregon

These guidelines present best educational practices designed to assist school districts in providing quality programs for students with severe disabilities. The guidelines are intended to serve as a self-assessment tool for school districts. State-operated programs for Oregon students who are trainable mentally retarded are to use the guidelines to assess their services, and are to identify and prioritize goals for program improvement. The quality guidelines focus on the following areas: age-appropriate placement in local public schools; integrated delivery of special education and related services; social integration; transition planning; functional, longitudinal curricular expectations; community-referenced instruction; systematic data-based instruction; home-school partnership; barrier-free facilities; personnel development; and systematic evaluation of educational and related services. (JDD)

ED 322 672 EC 231 860

Brinckerhoff, Loring C.; And Others
Critical Issues in Learning Disability College Programming.
PUB DATE- 88
NOTE- 27p.; In: Celebrate in '88...AHSSPPE and All That Jazz. Proceedings of the Annual Conference of the Association on Handicapped Student Services Programs in Postsecondary Education (1988), p19-40.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accountability; *College Administration; *College Programs; College Students; Data Collection; Data Interpretation; Delivery Systems; Higher Education; *Learning Disabilities; Needs Assessment; Program Development; Program Effectiveness; Program Evaluation; Records (Forms); Student Needs; *Student Personnel Services; *Test Interpretation
The paper focuses on three critical programming issues in providing support services to higher education students with learning disabilities. The first issue concerns the garnering of administrative support for students with learning disabilities. Administrative support cannot be effectively achieved until college administrators determine where the support services should be located and who is ultimately in charge of these services. The second critical issue involves the functional interpretation of diagnostic reports by consumers and the development of an Individual Student Plan. Students cannot take full responsibility for their learning disability until they have a complete understanding of their individual strengths and weaknesses. The final issue to be highlighted concerns program accountability and procedures for measuring and determining program effectiveness. The paper contains copies of: the sections of a college admissions form that deal with learning disabilities, student assessment forms, an Individual Student Plan form, a model for evaluating student services, a timeline for collecting data for program evaluation, and a student services log form. Includes 12 references. (JDD)

ED 322 351 CE 055 469

Cropley, Russell, Ed.; Doherty, Susan Sloan, Ed.
Vocational Education Administration Handbook. Edition #2.
Alaska State Dept. of Education, Juneau. Div. of Adult and Vocational Education.
PUB DATE- 89
NOTE- 143p.; For an earlier edition, see ED 276 884.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Role; Competence; Competency Based Education; Course Content; Course Descriptions; Curriculum Development; Educational Philosophy; Educational Planning; Educational Policy; Educational Resources; *Program Development; Program Implementation; Secondary Education; State Curriculum Guides; *State Departments of Education; *State Standards; *Vocational Directors; *Vocational Education
IDENTIFIERS- *Alaska
This handbook clarifies the elements of a vocational education program and provides direction to help the administrators of Alaska's vocational programs to plan and implement high quality programs. The handbook provides information on the regulations and standards for vocational programs. The handbook is organized in three parts. Part 1 provides an introduction to vocational education in Alaska, with information on the mission and goals of the Alaska Department of Education for vocational education. Part 2 gives information on the responsibilities of vocational administrators and specific requirements for vocational programs in Alaska. Part 3 describes various programs, resources, and services provided through the Alaska Department of Education's Office of Adult and Vocational Education. Twelve appendixes provide sample forms and additional information to be used in planning, operating, and evaluating vocational education programs. Included are vocational student organizations, Alaska teacher certification requirements, definitions, 17 references, and vocational education regulations. (KC)

ED 322 365 CE 055 488

Budu-Smith, John
Ghana's Apprenticeship System: Prospects for Renewal in the 1990's.
PUB DATE- Mar 90
NOTE- 169p.; Master's Thesis, University of Regina.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- *Apprenticeships; Developing Nations; *Economic Development; *Educational Improvement; *Education Work Relationship; Foreign Countries; *Industrialization; *Labor Force Development; Outcomes of Education; School Business Relationship; Technical Education; Training; Vocational Education
IDENTIFIERS- *Ghana
The purpose of a study was to provide information that could be used by Ghana in considering initiatives for improving apprenticeship training within the technical and vocational education system as attempts are made to improve the economy in the 1990s. Four key areas were investigated: the organization of apprenticeship training; funding for apprenticeship; labor market requirements; and promotion of apprenticeship training. Data were obtained from government records, training institution records, and structured interviews with 20 respondents, 5 at the national government level and 15 representatives of training institutes, trades advisory committees, employers of apprentices, journeyworkers, and final-year apprentice trainees. Findings indicated that fundamental issues in relationship to Ghana's apprenticeship system needed to be addressed first. The needs were as follows: a national labor force training policy; a funding mechanism to support the apprenticeship system; coordination between industry and educational institutions, including coordination for the economic use of training resources; and a demonstration of commitment to apprenticeship training on the part of the government, employers, and labor. (The thesis includes a 9-page bibliography, the interview questionnaire, and 6 appendices with data on the education system in Ghana.) (CML)

ED 322 394 CE 055 588

Jennings, Bernard
The Education of Adults in Britain: A Study of Organisation, Finance and Policy. Newland Papers Number Ten.
Hull Univ. (England). Dept. of Adult and Continuing Education.
REPORT NO.- ISBN-0-85958-041-5
PUB DATE- 85
NOTE- 130p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Education; Apprenticeships; *Distance Education; Educational Administration; *Educational Finance; Educational History; Educational Policy; Educational Theories; Foreign Countries; *Government School Relationship; *Labor Education; Labor Force Development; *Nonformal Education; School Districts; Theory Practice Relationship; Vocational Education
IDENTIFIERS- *Great Britain; Open University (Great Britain)

This report updates a 1981 paper on adult education in Britain that was part of a series published by the European Centre for Leisure and Education. It includes five chapters. Chapter 1 provides statistics on the population and labor force of Britain and describes its education and government systems. Chapter 2 provides a brief description of the structure and financing of adult education. Chapter 3 describes the evolution of the theory and practice of adult education in Britain. Chapter 4 describes programs and policies, including how national policies are determined. It describes the Local Educational Authority (LEA) vocational sector, occupational training and the Manpower Services Commission, the LEA nonvocational sector, adult basic education, the Workers' Educational Association, long-term residential colleges, the universities, trade union education, the open university, the informal voluntary sector, the private sector, broadcasting, other agencies of adult education, and the auxiliaries of adult education. Chapter 5 presents conclusions on the plurality of adult education in Britain. Each chapter includes references. (CML)

ED 322 423 CG 022 695

Walz, Garry R.; And Others
Career Center 2000: Report of a Survey of Members of the Midwest College Placement Association.
PUB DATE- 29 Aug 90
NOTE- 13p.; Paper presented at the Annual Meeting of the Midwest College Placement Association (41st, Chicago, IL, August 27-30, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alumni; *Career Counseling; *Career Planning; *College Students; Ethnic Groups; Higher Education; *Job Placement; Multicultural Education; *Program Effectiveness
This survey of the Midwest Career Placement Association members (N=264) used an eight-page questionnaire to elicit responses to questions about the nature of subjects' career planning and placement programs and subjects' judgment regarding future trends and developments in career planning and placement as well as future emphases in their centers. Results of the survey indicated: (1) the majority of subjects did not see their alumni career services as especially effective; (2) ratings for career services for adults were notable for the relatively low ratings and the increase in the two top ratings over the alumni ratings; (3) relatively few subjects believed they were effective in their career services for multi-ethnic students; (4) career center staff believed technology was an important aspect of career functioning; (5) career center staff did not see the internationalizing of the career center in terms of career information as of much importance or a function that was being effectively performed; (6) job fairs were seen as a very important aspect of a career planning program; (7) marketing was a topic of major importance for career center staff; and (8) subjects were reasonably positive in rating current strategies in assisting students to find jobs, with almost one-half believing they were doing an above average job. (ABL)

ED 322 438 CG 022 710

Oswald, Hans; von Salisch, Maria
The First Few Times: Similarities and Differences in Sexual Behaviors and Attitudes of West German Male and Female Adolescents.
PUB DATE- Mar 90
NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (3rd, Atlanta, GA, March 22-25, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Foreign Countries; *Friendship; High Schools; High School Students; *Sex Differences; *Sexuality; *Student Attitudes
IDENTIFIERS- *West Germany
The study reported in this paper examined: (1) how the expectations of sexual relationships relate to the sexual experiences which male and female adolescents gather in their relationships with the opposite sex; and (2) whether male and female adolescents differ in their sexual behavior, their expectations for sexual relationships, their communication on sexual matters, and how they handle the risks of an Acquired Immune Deficiency Syndrome (AIDS) infection.

The study also looked at whether the attitudes of male and female adolescents change when they engage in sexual intercourse. Male (N=166) and female (N=167) West German adolescents in grades 9 through 11 were matched in terms of age, education, and social class. All subjects completed a written questionnaire on sexuality and AIDS. For female adolescents, love, trust and understanding, tenderness and considerateness, sexual fidelity and sexual compatibility were more important than for male adolescents. Male adolescents were more interested in the good looks of their female partners. These gender differences remained stable when subgroups of adolescents who had a steady boyfriend or girlfriend and/or who had had intercourse were examined. In addition, females tended to talk more about sexuality and AIDS than did males. The results are discussed in terms of gender differences in negotiating sexual issues, such as the use of condoms in protection against AIDS. (Author/NB)

ED 322 453 CG 022 726

Darling, Nancy; And Others
Functional Roles and Social Roles: Adolescents' Significant Others in the United States and Japan.
PUB DATE- Mar 90
NOTE- 23p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (3rd, Atlanta, GA, March 22-25, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; College Students; Cross Cultural Studies; *Family Relationship; Higher Education; *Peer Relationship; *Significant Others; *Social Networks
IDENTIFIERS- *Japan; *United States
This study examined the quality of relations characterizing adolescents' social environments and related variations in the quality of relations to associates' social roles and to the gender and culture of both associates and subjects. It investigated whether adolescents from Japan and from the United States described their relationships with significant others using similar dimensions (functional roles) and whether significant others filling similar social roles (mother, father, unrelated adult, and unrelated peer) were described as filling similar functional roles. College juniors (N=126) from the United States and college freshmen (N=239) from Japan listed the 10 most important people in their lives prior to the time they entered college, rated these associates on 27 (U.S.) or 29 (Japan) functions, described activities that they participated in with each associate, and provided background information about themselves and their families. The results revealed that parents and friends were the most important sources of support and companionship to adolescents in both countries and were also the most prominent antagonists. Despite strong cultural differences, a strikingly similar set of functional roles emerged from factor analysis of the relationship descriptors in both countries: Companion, Mentor, Antagonist, and Subordinate. Functional roles and social roles appeared to be related, but not identical constructs. Japanese and American youths described associates in the same social role using different functional roles. (NB)

ED 322 526 CS 212 476

Wingate, Molly
Using Peace Studies To Understand Writing Conferences.
PUB DATE- Mar 90
NOTE- 18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Conflict Resolution; Higher Education; Interpersonal Communication; Models; *Writing Instruction; Writing Laboratories; Writing Processes; Writing Strategies
IDENTIFIERS- Colorado College; Empowerment; *Peace Studies; *Writing Conferences; Writing Functions

John Reiff's conceptual framework regarding conflicting views of peace provides insight into interpersonal communication which can be successfully applied to conflicts in writing conferences and has already been used at the Colorado College Writing Center. First, a tutor or writer using the "Peace through Strength" frame of reference might see interaction as a competition over authority, in which the goal is to finish the paper his or her way by forcing the other side to relent. In "Peace through Negotiation" the writer or tutor states the problem in terms of misunderstanding in which one side fails to see that both sides have the common interest of finishing the paper. The goal is to finish the paper by means of negotiation. "Peace through Social Change" assumes that the educational system is unfair and that it sets up people to lose. The solution is to make the parts of the system responsible to each other and more helpful. The final frame of reference for understanding conflicts in a writing conference is "Peace through Personal/Spiritual Change." Here the root of the problem is that the self-absorbed person is not taking responsibility for explaining himself or herself. The goal is to train the self-absorbed person in how to respect the other person and how to create mutual respect. (Two figures containing charts for conflicts in peace and writing application are included. Dialogues illustrating conflicts in writing conferences are also included.) (KEH)

ED 322 541 CS 507 206

Donovan, Brian R.
Protagorean Epistemology and Dialectic.
PUB DATE- Mar 90
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Abstract Reasoning; Cognitive Processes; *Epistemology; Greek Civilization; *Greek Literature; Higher Education; *Rhetoric; Rhetorical Theory
IDENTIFIERS- Classical Rhetoric; Dialectical Reasoning; *Protagoras; *Rhetoric as Epistemic; Sophists

Contemporary dispute among teachers of rhetoric between those who prefer the classical tradition of rhetoric and those who champion an epistemic view of rhetoric has antecedents among the disputes of the ancient Greek scholars. Some of the vital themes of epistemology can be traced back to Protagoras of Abdera, one of the two great leaders of the Sophistic movement and a pioneer of epistemic rhetoric. Comparatively little contemporary attention has been paid to his work, and there are only four or five sentences that can with any confidence be attributed to his authorship. Other evidence of Protagoras' views must be sought in the works of Diogenes Laertius, Sextus Empiricus, and Plato. While Parmenides rejected all assertions of not-being, and Socrates and Plato objectified being in a world of "ideal forms," Protagoras and his fellow Sophist Gorgius of Leontini took an opposing view. Gorgius identified flaws in Parmenidean logic and went on to demonstrate that nothing absolutely "is." In Plato's dialogue "Theaetetus," Protagoras calls upon Socrates to look beyond the surface of Protagoras' assertion that man is the measure of all things to the logos of the statement. This call to anti-logic was a particularly Protagorean approach to dialectic. A coherent dialectical method emerges from Protagorean epistemology: (1) that there are at least two opposed "logoi" in everything; (2) that it is the function and excellence of discourse to bring both out; and (3) that it can be demonstrated that there is no contradiction between the two. (SG)

ED 322 556 CS 507 244

Sweeney, John M.
Advertising and Innovation: A New Course and Direction for Advertising Education.
PUB DATE- Aug 90
NOTE- 8p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (73rd, Minneapolis, MN, August 1-4, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advertising; Course Content; Course Descriptions; Course Objectives; Creativity; Futures (of Society); Higher Education
IDENTIFIERS- *Advertising Copywriting; *Advertising Education
At a time when few copywriting jobs are available for new graduates, enrollments in advertising are exploding. An advertising educator set out to change students' perceptions that in advertising only copywriting requires imagination by developing a course called "Advertising and Innovation" which was designed to force students to use their imaginative abilities across a wide range of assignments. Students in the course completed two "innovation projects," one "trendline report," one "new business campaign," and a final exam. The course has generated student enthusiasm and fulfills the stated goal of broadening the use of student creativity. The course also points to a potential merging of advertising with change and innovation in society, giving advertising education a more significant educational mission. (RS)

ED 322 570 EA 022 010

School Effectiveness: Eight Variables That Make a Difference.
Michigan State Board of Education, Lansing.
PUB DATE- 90
NOTE- 40p.; For earlier edition, see ED 257 218.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Achievement; *Classroom Techniques; *Educational Environment; Elementary Secondary Education;

*Expectation; Instructional Leadership; *Parent Participation; Principals; State Boards of Education; *Theory Practice Relationship; Time on Task; Tutoring
IDENTIFIERS- *Michigan

The purpose of this booklet is to relate significant research pertaining to student achievement. Each section defines one of eight research-based variables associated with greater academic achievement and includes some practical applications within school settings. According to the first two sections, high principal and teacher expectations are associated with increased student achievement. As section 3 shows, time on task is also important; the more time spent on instruction, the greater the achievement gain. According to section 4, higher achievement gains are more likely to occur in classrooms characterized by supportive teachers and a high degree of structure. The most important determinant of classroom atmosphere is the teachers's method of managing the classroom and keeping the class actively attentive and involved in productive learning activities. As section 5 shows, teachers' use of positive feedback/reinforcement also significantly aids student achievement. Section 6 explains the benefits of tutoring and offers tips for establishing a tutoring program. As section 7 shows, recitation promotes greater achievement gains, and using factual questioning in class is associated with greater basic skills acquisition. Finally, the last section discusses the importance of parental involvement as an influence on student achievement. Each section is accompanied by several bibliographical references. (MLH)

ED 322 586 EA 022 082

Indicators of Quality Schools: Instrument To Assess Your School's Quality. The Effective Education Series No. IV.
Colorado State Dept. of Education, Denver.
PUB DATE- Nov 86
NOTE- 31p.; For 1983 edition, see ED 239 406.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Effectiveness; *Check Lists; Classroom Techniques; *Educational Diagnosis; *Educational Environment; *Educational Improvement; Educational Quality; Elementary Secondary Education; Leadership Responsibility; Learning Processes; Parent Participation; *Program Evaluation; *School Effectiveness; Staff Development; Teaching Methods
IDENTIFIERS- Colorado; *Indicators

The Indicators of Quality Schools is a series of checklists of schoolwide practices or conditions found in schools known to have an effective instructional program. The instrument is designed to help schools identify areas of strength and areas where improvement is needed. The instrument consists of three parts: (1) the environment for learning, which diagnoses curricular congruence and learning climate; (2) teaching and learning processes, which evaluate instructional effectiveness and organization and management of the instructional setting; and (3) the school improvement process, which assesses: parent and community involvement, professional growth and staff development, the management of school improvement, and the principal's leadership. Respondents are asked to give each subitem on the checklist a "what is" and "impact potential" rating from zero (not present or no impact potential) to 3 (present or very positive impact potential). Each major grouping, such as curricular congruence, defines terms and quality standards. Purchasing information for each checklist is also provided. (MLH)

ED 322 614 EA 022 129

Davis, Jo Ann; Price, Elaine
Public Elementary and Secondary State Aggregate Nonfiscal Data, by State, for School Year 1988-1989; and School Revenues and Current Expenditures for Fiscal Year 1988. E.D. Tabs.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-90-093
PUB DATE- Mar 90
NOTE- 45p.; Data Series: DR-CCD-88/89-2.1.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
Numerical/Quantitative Data (110)
DESCRIPTORS- Attendance; Attendance Patterns; Average Daily

Attendance; *Budgets; Costs; Elementary Secondary Education; Employment Statistics; Expenditure per Student; *Expenditures; Financial Policy; Fiscal Capacity; High School Graduates; Income; *Public Schools; *Resource Allocation; School Districts; *School District Spending; School Funds; School Statistics; State Agencies; State Aid; Surveys; Teacher Student Ratio
Based on information from state education agencies for the 1988-89 school year and the 1988 fiscal year, this report on public elementary and secondary aggregate nonfiscal data and school revenues and expenditures also includes an appendix containing final data for the 1987-88 school year and the 1987 fiscal year. The statistics represent two of the four surveys of the Common Core of Data (CCD) collected annually by the U.S. Department of Education's National Center for Education Statistics (NCES). Information was collected from surveys of state education agencies, which are aggregates of local education agencies' reports. Key terms are defined and are followed by extensive statistical tables that provide information on public school membership and expenditures per pupil in membership; student/teacher ratios; staff employment; graduation rates; revenues and percentage distribution of total revenues; expenditures and percentage age distribution of expenditures; average daily attendance and expenditures per pupil; and expenditures for fixed charges. A copy of the state survey form is included. (LMI)

ED 322 380 CE 055 564

Developmental Guidance Curriculum.
Ripon School District, WI.

PUB DATE- 88
NOTE- 77p.; Weak type throughout.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Guidance; *Competence; Competency Based Education; Elementary Secondary Education; *Guidance Objectives; *Guidance Programs; *Program Development; *School Guidance; *Student Development
IDENTIFIERS- *Ripon School District WI

This curriculum guide outlines the K-12 guidance curriculum that is being implemented in the Ripon, Wisconsin, School District. The first three short sections of the guide introduce the developmental guidance model, describe the project that produced it, and recommend staffing changes needed to implement the model. The following 10 sections provide the curriculum goals for each level (K-12) in the following areas: orientation, academic fitness, choices and consequences, self-esteem, family, wellness, interpersonal relationships, citizenship, feelings (communication), and careers. For each area, goal statements are provided, and competencies and subcompetencies for grades K-12 are stated and coordinated with subject areas. Attachments to the curriculum guide outline a proposed personal development course and suggest activities for developmental guidance in subject areas of high school English, school health, and social studies. (KC)

DOCUMENT RESUME

ED 322 688 EC 231 880

Bramley, Jenny; And Others
Understanding Young Women with Disabilities.
Queensland Univ., Brisbane (Australia). Fred and Eleanor Schonell Educational Research Centre.
SPONS. AGENCY- Australian Dept. of Employment, Education and Training, Canberra.
REPORT NO.- ISBN-0-86776-370-1
PUB DATE- 90
NOTE- 143p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Career Development; Curriculum; *Disabilities; Educational Experience; *Emotional Adjustment; Family Environment; *Females; Foreign Countries; Friendship; Interviews; *Mild Disabilities; Parent Attitudes; Quality of Life; Secondary Education; *Sex Discrimination; Teacher Attitudes; Young Adults
IDENTIFIERS- *Australia
The report describes an Australian project to investigate ways in which gender issues affect adolescent girls with disabilities and associated educational implications. Interviews were conducted with 180 girls and women (ages 12-29) with mild or moderate disabilities. Additional information came from questionnaire responses and discussions with 48 parents and educators at 25 schools in Australia. After an introductory chapter focusing on the rights of the disabled and women, a chapter discusses the background, methodology, and layout of the study and report. Chapters cover results in the areas of: personal lives (friendships and personal/emotional well-being); school lives (e.g., curriculum, career aspirations, harassment at school, positive and negative aspects of school, and sport/recreation); home lives (family life, residential life, fears for the future); the post-school years (future hopes and the 'older' women's post-school experiences). A concluding chapter stresses the need of these women to be treated normally while receiving appropriate services for their special needs. A bibliography of 22 references and an annotated

bibliography of 74 print and non-print resources are provided. Appendixes provide details concerning: the informants, the Special School Destination Survey, the format protocol for interviews, and a summary of possible areas of need. (DB)

DOCUMENT RESUME

ED 322 702 EC 231 894

Cataldo, Donna; Arsenault, Joseph
Subgroups of the Learning Disabled College Student: An Analysis of Written Language and Testing.
PUB DATE- 87
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classification; *Cognitive Style; College Students; Expressive Language; *Handicap Identification; Higher Education; Intelligence Tests; Language Tests; *Learning Disabilities; Semantics; Spatial Ability; Student Characteristics; Student Evaluation; Writing Difficulties; Writing Evaluation; *Written Language
IDENTIFIERS- *Test of Adolescent Language; *Wechsler Adult Intelligence Scale (Revised)

A study examined the identification of distinct subgroups of learning-disabled young adults based on their ability to generate written language. Two subgroups of learning-disabled college students, the language strong/visually weak (N=22) and the visually strong/language weak (N=10), were identified based on evaluation of 32 essays. Subjects were then given the Wechsler Adult Intelligence Scale-Revised (WAIS-R) and the Test of Adolescent Language (TOAL). Analysis indicated that the visually strong/language weak subjects earned significantly higher scores in such areas as object assembly, visual motor spatial, visualizing the whole, and sequencing; the language strong/visually weak subjects earned significantly higher scores in the areas of information, vocabulary, comprehension, speaking, writing, expressive language, and concept score. For the language strong/visually weak subgroup there was almost a two-point difference between the vocabulary and grammar subtest scores on the TOAL, indicating the language strength of this group is in semantics. The visually strong/language weak subgroup earned scores at the mean or above on all non-language subtests of the WAIS-R; on language subtests these subjects scored below the mean. Suggestions for further study are offered. Data and statistical analyses are provided in an appendix. Contains 60 references. (RM)

DOCUMENT RESUME

ED 322 716 FL 018 671

Kennedy, Rod; Kennedy, Judy
Adha Gara Tidi: Cultural Sensitivity in Western Torres Strait. Work Papers of SIL-AAIB, Series B Volume 14.
Summer Inst. of Linguistics, Darwin (Australia). Australian Aborigines Branch.
REPORT NO.- ISBN-0-86892-335-4
PUB DATE- Jan 90
NOTE- 93p.
AVAILABLE FROM- Bookseller SIL, PO Berrimah, Darwin, NT 0828, Australia ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Collected Works - General (020)
DESCRIPTORS- Bilingual Education; Communication Research; *Cultural Traits; Foreign Countries; *Group Activities; *Intergroup Relations; *Interpersonal Relationship; Interviews; *Life Style
IDENTIFIERS- *Torres Strait
This series of articles, focusing on the Western Torres Strait Islander people, presents the following: "A Brief Introduction to Torres Strait Culture" (Rod Kennedy); "Some Guidelines for Relating to Torres Strait Islanders" (Rod Kennedy); "One Mouth Two Hands" (Rod Kennedy); "My Trading Friend in the Village of Mari" (Charlie Gibuma); "Islanders: A Different Work Ethic" (Rod Kennedy); "Working Together, Helping Each Other" (Jerry Anau); "Meetings and Discussions: Contrasting Styles" (Rod Kennedy); "Excerpts from an Interview with Canon Dai on Consensus and a Common Project" (Rod Kennedy); "Grass Roots Bilingual Education: A Note of Caution" (Rod Kennedy); "Sitting on the Mat of an Evening--Helping Our Children" (John Peter); "Wife-Lending: Conflicting Values" ((Rod Kennedy); "Adoption and Marriage in the Western Strait" (Rod Kennedy and Judy Kennedy); "Feasts: Celebration or Obligation?" (Judy Kennedy); and "The Intermediary and Social Distance in the Western Torres Strait" (Rod Kennedy). Recommended readings on Torres Strait culture and an order list of available work papers are appended. Papers by Gibuma, Anau, and Peter are presented in both vernacular text and English translation. (Author/VWL)

DOCUMENT RESUME

ED 322 731 FL 018 736

Kowitz, Johanna; Carroll, David J.
The Use of the Mother Tongue--Precept and Practice.
PUB DATE- Mar 90
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Arabic; *Classroom Communication; *English (Second Language); Foreign Countries; Grade 6; Intermediate Grades; Introductory Courses; *Language of Instruction; Second Language Instruction; *Teaching Guides; *Textbook Content; Textbook Evaluation; *Theory Practice Relationship; Uncommonly Taught Languages
IDENTIFIERS- Egypt; *Welcome to English

An introductory textbook in English as a Second Language, commonly used in Egyptian schools, was evaluated for the degree to which its stated principles for classroom use of Arabic corresponded to instructions given in the lesson notes. A computer concordance program was used to extract relevant passages from the teacher's introduction and the lesson notes. It was found that classroom practice differs from the precepts in the book's introduction in four important ways: (1) Arabic is used frequently, an average of three times per unit; (2) the range of uses of Arabic is wider in the lesson notes than in the introduction; (3) the use of Arabic for the introduction of vocabulary is much more frequent and less systematic than would be expected given the restrictions placed on it in the instruction notes; and (4) the range of vocabulary items introduced using Arabic goes far beyond that suggested in the introduction. Given the intended use of the book and the intended teacher audience, it is proposed that the effectiveness and credibility of the textbook are reduced. It is also concluded that the textbook's recommended restrictions on Arabic use are excessive. A four-stage technique for improving teaching guides in this area is outlined. (MSE)

DOCUMENT RESUME

ED 322 745 FL 018 753

Kliffer, Michael D.
Servitude grammaticale, semantique paradigmatique et formulaicite (Grammatical Servitude, Paradigmatic Semantics, and Formulicity).
PUB DATE- 1 Jun 90
NOTE- 24p.; Paper presented at the World Congress of Applied Linguistics/International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-22, 1990).
LANGUAGE- French
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discourse Analysis; *Grammar; *Language Patterns; Linguistic Theory; Research Methodology; *Semantics; *Syntax
The concept of grammatical servitude, defined as the absence of semantic choice in linguistic constructions, minimizes dependence on intuition and subjective judgment in syntactic analysis. It also causes the researcher to neglect important communicative resources of the speaker. To remedy this problem, the use of semantics in syntactic analysis is recommended. The approach is derived from Roman Jakobson's idea that even a syntactic trait considered 100 percent predictable is no longer to be considered constant if it is absent in some instances in which it would be automatic, an approach that is paradigmatic rather than syntagmatic. Formulicity allows for some degree of variation from the usage norm, within prescribed constraints. Language norm is to be distinguished from language system, which consists of the norm, code, and common usage. Examples are provided in French. (MSE)

DOCUMENT RESUME

ED 322 760 FL 018 771

Lutjeharms, Madeline
Lexical Access and Foreign Language Acquisition.
PUB DATE- Apr 90
NOTE- 15p.; Paper presented at the Meeting of the World Congress of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Dutch; *Error Correction; *German; Interference (Language); *Language Processing; *Learning Strategies; Second Language Learning; Uncommonly Taught Languages; *Vocabulary Development

A review of the literature and teacher observations are used to examine the processes and strategies by which second language learners attain and organize verbal knowledge. Classroom data are derived from experience in teaching German to Dutch-speaking university students. The analysis looks at the relationship of morphology and word recognition and retention, lack of attention given by second-language readers to word endings, and interference arising from lack of word contrast. Research on lexical access is examined for insights on such issues as the distinctions and relationships between mental lexicon, semantic memory, and common semantic or conceptual stores across languages. A distinction between semantic memory and mental lexicon is seen as necessary in explaining interference from lack of word contrast, and this approach is further developed in the context of other research. Further research is recommended. A 28-item bibliography is included. (MSE)

DOCUMENT RESUME

ED 322 776 FL 018 792

Zora, Subhi; Johns-Lewis, Catherine
Lexical Density in Interview and Conversation.
PUB DATE- 89
NOTE- 14p.; In: York Papers in Linguistics 14; see FL 018 786.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Students; Comparative Analysis; Foreign Countries; Higher Education; *Interpersonal Communication; *Interviews; Language Research; *Language Styles; Linguistic Theory; *Vocabulary

A study examined lexical density in interviews and conversation with the same subjects. Sixteen undergraduate and graduate students, members of religious, political, and/or cultural societies at Aston University (England), were interviewed in pairs by the university chaplain, who knew them. Immediately following each interview, the chaplain left the two students to converse freely. The pairs were already friends. Analysis of the students' language use found that while the lexical density was different in the two situations for graduate students, with the density higher for the interview, undergraduate students performed comparably on this variable in both settings. Accommodation theory appears to be applicable to the lexical level of linguistic control. Further investigation of the differences in skill and/or sensitivity at the lexical level is recommended. Eight possible sources of variation are identified, including: bases for calculating lexical density; expected interruption and length of speaking turn; function of component units of text; self-consciousness/self-monitoring; personal attributes; group attributes; planning time; and topic. It is suggested that these variables be controlled in future research. (MSE)

DOCUMENT RESUME

ED 322 792 FL 800 206

Garcia, Delia C., Ed.
Promoting Adult Learning: Approaches to Literacy, ESL, and Parental Involvement. Proceedings of the Annual Symposium (2nd, Miami, Florida, June 11-12, 1987).
Florida International Univ., Miami. Coll. of Education.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 88
NOTE- 198p.; Cosponsored by the Southeast Multifunctional Resource Center. A product of the Family English Literacy Network Program.
CONTRACT- G008635268
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adult Education; *Adult Literacy; Curriculum Design; Educational Assessment; Educational Quality; *English (Second Language); High Risk Students; *Literacy Education; Outreach Programs; *Parent Participation; Program Descriptions; Program Implementation; Public Policy; *Second Language Instruction
IDENTIFIERS- United States

Conference papers are presented from a meeting that was convened in order to provide an opportunity for practitioners and experts in the fields of literacy, English as a Second Language (ESL), and parental involvement to discuss issues of importance in the implementation of educational programs for adults and out-of-school youth. The conference papers are organized into five sections. The first section includes papers that address multiple issues of importance to those involved in the fight against illiteracy. These range from the social and economic implications to specific methodological concerns and strategies to meet the needs of this population. The second section, devoted to ESL, contains articles discussing curriculum and instruction, assessment, methodology, and program implementation. Section 3 provides the basic components for effectively promoting parental involvement in the educational process. The fourth section features selected programs that have demonstrated unique characteristics of excellence. The final section covers specific topics pertinent to the area of adult literacy/ESL education, including the impact of new immigration laws, networking, and public policy. In addition, a list of Family English Literacy Programs throughout the nation is provided with a brief profile and the name of a contact person. (Author/GLR)

DOCUMENT RESUME

ED 322 807 HE 023 623

The Commission Work Plan 1989-91 (Decision Item).
Indiana State Commission for Higher Education, Indianapolis.
PUB DATE- 8 Sep 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Improvement; *Educational Objectives; *Educational Planning; Educational Quality; Higher Education; Mission Statements; Postsecondary Education; Resource Allocation
IDENTIFIERS- *Indiana; Indiana Commission for Higher Education

The work plan described in this document begins with a review of the statutory foundation for the Indiana State Commission for Higher Education's mission, and explains the Commission's purpose, powers, and duties. An account of the Commission's primary responsibilities (mission) is provided, followed by a recounting of the principles of operation that it follows in carrying out these responsibilities. The Commission's broad goals are: (1) to provide access and choice of educational opportunities to its citizens, (2) to develop a comprehensive range of educational programs, (3) to maintain and improve educational quality, (4) to support sustained basic and applied research, and (5) to meet community and industrial needs. The planning initiatives discussed include: improving college participation, improving preparation for postsecondary education, improving undergraduate education, strengthening postsecondary technical education and professional and graduate education, improving the use of technology, improving educational productivity, and reviewing the budgetary process. (GLR)

DOCUMENT RESUME

ED 322 823 HE 023 746

Earl, Archie W., Sr.
The Role of Statewide Coordinating Agencies in Program Review.
PUB DATE- 81
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; Institutional Evaluation; *Politics of Education; Program Evaluation; Program Termination; State Agencies; *State Programs; *Statewide Planning
IDENTIFIERS- *State Coordinating Boards
Statewide coordinating agencies are examined concerning their role in determining whether or not to establish new institutions, branch campuses, or professional schools, as well as in deciding which institutions to reallocate or eliminate and which research and public service activities to institute. The historical background and purpose of statewide coordinating agencies is also described. The question is raised as to whose viewpoint the agency really represents, the institution's or the state government's, and it is suggested that if it is not to be merely a capricious and arbitrary decision making body, it could represent the best interest of both parties. The coordinating agency, it is argued, cannot afford to be just a rubber stamp organization that merely approves every new proposal for an institution that is proposed by the state government and higher education. Rather, by considering each proposal on its own merit, the statewide coordinating agency will assure each body involved that the decision it reaches will be both fair and unbiased. Contains 7 references. (GLR)

DOCUMENT RESUME

ED 322 838 HE 023 780

Ebuchi, Kazuhiro, Ed.
Foreign Students and Internationalization of Higher Education. Proceedings of OECD/Japan Seminar on Higher Education and the Flow of Foreign Students (Hiroshima, Japan, November 8-10, 1988).
Hiroshima Univ. (Japan). Research Inst. for Higher Education.
PUB DATE- Dec 89
NOTE- 303p.
AVAILABLE FROM- Research Institute for Higher Education, Hiroshima University, Higashisenda-machi, Naka-ku, Hiroshima, Japan 730.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Books (010)
DESCRIPTORS- College Programs; *Cross Cultural Studies; Cultural Background; *Educational Policy; Foreign Countries; *Foreign Students; Higher Education; *International Education; *School Policy; Social Adjustment; *Student Adjustment
IDENTIFIERS- Australia; Great Britain; Japan
This volume reports on a seminar structured around three themes: institutional policies toward the flow of foreign students in member countries of the Organization for Economic Cooperation and Development (OECD); specific measures and programs for foreign students; and social and cultural adjustment by foreign students. The volume contains seminar papers, rapporteurs' reports, and summaries of discussions. The following papers are included: "Policy Trends and Issues Regarding Foreign Students in Japan" (Shigeto Kawano); "Foreign Students: A Leading Edge for Change" (OECD/CERI Secretariat); "Foreign Students and Internationalization of the University: A View from Japanese Perspective" (Kazuhiro Ebuchi); "International Students in Higher Education: Institutional Policy Issues" (Seth Spaulding); "Measures and Impacts of Foreign Student Participation in the United States Higher Education: Policy, Practice and Research Perspectives" (Douglas Windham and Alan Wagner); "Specific Measures and Programmes for Foreign Students: Some Lessons from British Experience" (Maureen Woodhall); "Specific Measures and Programmes for Foreign Students: A View from the Sending Country" (Klaus Schnitzer); "Institutional Responses to Socio-Cultural Adjustment: Problems of Foreign Students in Japan" (Asako Uehara and Joe Hicks); "Social and Cultural Adjustment of Foreign Students: Experience from Western Europe" (Hans Schutze); "Social and Cultural Adjustment by Foreign Students: The Australian Experience" (Brigid Ballard); "Foreign Student Adjustment: Issues and Perspectives" (Philip Altbach); "Institutional Policies and Measures for Foreign Students in Selected OECD Countries: Summary of Country Reports" (OECD/CERI Secretariat). Appendices contain a scope and issues paper prepared for the seminar by the OECD/CERI Secretariat and data on foreign student enrollment in selected OCED member countries. (JDD)

DOCUMENT RESUME

ED 322 852 HE 023 795

Career Progression of NATO Postdoctoral Fellows. National Science Foundation Report 88-130.
National Science Foundation, Washington, D.C.
PUB DATE- Dec 88
NOTE- 21p.
AVAILABLE FROM- Forms and Publications Unit, Room 232, National Science Foundation, 1800 G St., N.W., Washington, DC 20550 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Employment; Faculty Fellowships; *Fellowships; Higher Education; Individual Characteristics; *Outcomes of Education; *Postdoctoral Education; *Program Effectiveness; Program Evaluation; Researchers; Research Projects; Research Universities; *Scientists
IDENTIFIERS- National Science Foundation; *North Atlantic Treaty Organization

The study analyzes the records of 833 persons who received North Atlantic Treaty Organization (NATO) Postdoctoral Fellowships from 1959 through 1981. To assess the program's long-term effects, the study focuses on information about the current career status of fellowship recipients and compares them with two similar groups: National Science Foundation Postdoctoral Fellows from the same period, and persons to whom the NATO Fellowship was offered but who declined it. Following a description of the programs and the study methodology, results are reported in the areas of: personal characteristics, involvement in prior NSF programs, degree institutions, fields of science, institutions chosen by NATO Fellows, employment of NATO Fellows after tenure, current employment, reasons for NATO Awardees declining the Fellowship, research support following the Fellowship, tenure-track progression, prizes, and memberships in national academies. The study found that all three groups experienced roughly equivalent success in obtaining later research support and employment at research universities. Biological scientists were the leading recipients of both NATO and NSF postdoctoral awards, followed by chemists and physicists. Appendices examine multiple awardees and characteristics of NATO and NSF Postdoctoral Fellowship Awardees.

(JDD)

DOCUMENT RESUME

ED 322 867 HE 023 822

Moore, William S.
Beyond Content: Re-Framing Questions of Student Learning.
PUB DATE- Jun 90
NOTE- 25p.; Material prepared for the Student Outcomes Research Institute (Olympia, WA, June 19-21, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- College Curriculum; *Competency Based Education; *Course Content; Critical Thinking; *Evaluation Methods; Higher Education; Learning Processes; Outcomes of Education; Qualitative Research; *Role of Education; *Student Educational Objectives; *Student Evaluation

Excerpts are taken from published works, college curricula and handbooks, and other sources to examine the aim of colleges in terms of student outcomes. Written in outline style, the document begins by setting a context. Subsequent sections have the following headings: (1) What Outcomes or Characteristics Do We Think Our Students Will Need To Be Successful? A Sampling of Responses; (2) What Can the Learner Do with What S/He Knows? Assessing Learning Competences; (3) A Sampling of Assessment Instrument Alternatives; (4) Local Design of Assessment Measures; (5) Specifying the Components of Critical Thinking: Two Examples; (6) Evaluating Assessment Measures; (7) Contrasting Qualitative and Quantitative Research; (8) Guiding Questions for the Use of Qualitative Methods in Outcomes Assessment Efforts; (9) Assessing Student Learning: A Phenomenological Approach; (10) Student Assessment Interview Formats: Some Examples; and (11) Assessment: Studying the Person in the Context of the Environment. Three worksheets are also included, for individuals to use in evaluating their reasons for wanting to teach, in envisioning goals and outcomes, and in designing an assessment project. (JDD)

DOCUMENT RESUME

ED 322 882 IR 014 503

Clancey, W. J.
Why Today's Computers Don't Learn the Way People Do.
PUB DATE- 30 Apr 90
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Artificial Intelligence; *Cognitive Processes; *Cognitive Structures; *Learning Processes; *Memory; Models; *Visual Perception
IDENTIFIERS- *Knowledge Representation
A major error in cognitive science has been to suppose that the meaning of a representation in the mind is known prior to its production. Representations are inherently perceptual--constructed by a perceptual process and given meaning by subsequent perception of them. The person perceiving the representation determines what it means. This premise has profound implications for the psychological model of human memory and the use of that model in artificial intelligence (AI) programming. Contrary to the AI viewpoint, human memory is not a place where representations (in the form of schemata, hierarchies, or semantic nets) are stored in some sort of knowledge base. Rather, memory is the capability to reenact, sequence, compose past behaviors, and construct new sequences of behavior. A further understanding of the relationship between the nature of representations and human memory, learning, and perception will have an impact on future AI programming, as well as on the study of human cognition. (DB)

DOCUMENT RESUME

ED 322 897 IR 014 597

Salehi, Saeed; And Others
Promoting Equity through Educational Technology Networks.
Maryland State Dept. of Education, Baltimore.
PUB DATE- Apr 90
NOTE- 57p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Networks; *Computer Uses in Education; Disadvantaged; Elementary Secondary Education; *Equal Education; *Information Networks; Microcomputers; *Minority Group Children; Sex Differences; State Departments of Education; State Surveys; Student Needs
IDENTIFIERS- *Maryland Educational Technology Network; Vendors
In many school districts throughout the country, the unplanned and inequitable distribution of computers has tended to widen the gap between advantaged and disadvantaged, male and female, and majority and minority students. One of the missions of the Maryland State Department of Education (MSDE) is the task of achieving equality of educational opportunities for all students within the state. With this in mind, MSDE, local education agencies in Maryland, and computer hardware and software vendors initiated a collaborative instructional support project called the Maryland Education Technology Network (METN) to provide equitable distribution of computer technology and access to educational support for schools that lacked these resources. Results of three years of evaluation studies of the METN project show a steady increase in the number of schools served by a network-computer center, positive student attitudes toward computerized instruction, and positive teacher attitudes toward using computers for instructional support and as instructional tools. The copy of the 60-item computer-using teacher survey that is provided includes a tally of the responses for each question. (5 references) (DB)

DOCUMENT RESUME

ED 322 912 IR 053 229

Hammond, Carol, Ed.
Crossing Borders: New Territories in the 90's. Contributed Papers Presented at the Arizona State Library Association Conference (Tucson, Arizona, November 1989).
Arizona State Library Association, Phoenix.
PUB DATE- 89
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Libraries; *Administrative Policy; Affirmative Action; Higher Education; Library Automation; *Library Role; *Library Services; Library Standards; Library Technical Processes; Online Catalogs; *Online Searching; Optical Data Disks; Shared Resources and Services

Twelve reports comprise this collection from the 1989 Arizona State Association Conference: (1) "CD ROMs Teach Online Searching" (Susan Awe); (2) "Collection Development as Intellectual Activity: An East Asian Specialist's View" (Ju-yen Teng); (3) "Computer-Assisted Reference Service in Map Librarianship: Electronic Access to Cartographic Information" (Charlene M. Baldwin and Jack D. Mount); (4) "Crossing Borders: From Slip Catalog to OPAC" (Margaret F. Maxwell); (5) "Expanding the Borders of Educated America: The Librarian's Role in Recruitment and Retention of Minority Students" (Jeanne L. Pfander); (6) "From Equal Opportunity to Affirmative Action: Changing Hiring Practices at the University of Arizona" (Merri Hartse, Atifa Rawan, and Roger Scanland); (7) "Going Offline (sort of): The Impact and Implications of CD-ROM and PAC Databases as Online Alternatives" (George Machovec and Dennis Brunning); (8) "Homage to Melvil Dewey: The Need for Library Standards in Archival Description" (Robert P. Spindler); (9) "Interdepartmental Cooperation--Making the University of Arizona Library Stronger" (Janet S. Fore and R. Cecilia Knight); (10) "Library Express: The Establishment of an Across-Campus Document Delivery Service" (Sheila Walters); (11) "A Model for Resource Sharing" (Janice Bradley); and (12) "Researching Interdisciplinary Topics Online: A Methodology for Evaluating Databases" (Karen Williams and Ruth Dickstein). (SD)

DOCUMENT RESUME

ED 322 926 IR 053 248

Chen, Ching-chih; Raitt, David I.
How Optical Products Have Been Used in the U.S. and Western Europe.
PUB DATE- May 90
NOTE- 9p.; Paper presented at the National Online Meeting (New York, NY, May 1-3, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Computer Software Evaluation; Foreign Countries; *Information Retrieval; *Libraries; Library Automation; Library Surveys; Online Searching; *Optical Data Disks; Technological Advancement; *Use Studies
IDENTIFIERS- Europe (West); United States
This paper provides a brief comparative summary of the results of U.S. and European studies on the use of CD-ROM and other optical products in all types of libraries and information centers. In 1987 and 1988, questionnaires were distributed to academic, public, and special libraries in the United States and to libraries in 18 European countries: Austria, Belgium, Denmark, Finland, France, Federal Republic of Germany, Great Britain, Greece, Iceland, Ireland, Italy, Luxembourg, the Netherlands, Norway, Portugal, Spain, Sweden, and Switzerland. It was found that CD-ROMs were being used mainly in larger academic libraries, with larger staff and collections, although the number of public and special library users was on the rise. In the United States, 58.6% of academic, 56.5% of public, and 29.9% of special libraries said they owned optical disk products; in Europe, 9.3% of libraries surveyed claimed ownership of optical disk products. In both cases, CD-ROMs accounted for 99.5% of optical products used, and they were being used mainly by library staff rather than by the end users. In both 1987 and 1988, the studies found that the high-use CD-ROM titles in the U.S. academic libraries were quite consistent; they remained: ERIC, Infortrac, Psyclit, Books in Print, and ABI/Inform. Results of the surveys also indicated that there was a lack of knowledge about and awareness of the availability, applications, and use of CD-ROMs and optical products in general. (8 references) (SD)

DOCUMENT RESUME

ED 322 939 JC 900 395

Lovelace, Bill E.; And Others
2 (Second) + 2 (Postsecondary) Articulated Curriculum for Health Occupations: A How-To-Manual.
Paris Junior Coll., Tex.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 90
NOTE- 123p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accreditation (Institutions); Allied Health Occupations Education; *Articulation (Education); *College School Cooperation; Community Colleges; Course Content; *Curriculum Development; Curriculum Guides; Educational Planning; Needs Assessment; *Nursing Education; *Secondary Schools; Teacher Qualifications; *Two Year Colleges; Vocational Education
This manual addresses specific aspects of the development and implementation of articulated vocational programs between high schools and colleges. The approach presented in the manual was derived from research and the experiences of the Paris Junior College (Texas) project staff who developed a "2 + 2" articulated career ladder curriculum for nursing education. Chapter 1 contains background information, underscores the need for articulated curricula, and provides relevant definitions. Chapter 2 describes types of needs assessment procedures and emphasizes their importance, while chapter 3 examines the composition, creation, orientation, and use of the curriculum committee. Chapter 4 describes curriculum development, focusing on occupational requirements, career ladders, instructional analysis, student prerequisites, support courses, course prerequisites, and curriculum finalization. Chapter 5 reviews the content of basic course outlines, including objectives, learning activities, tools and equipment, physical facilities, instructional materials, competency profiles, student monitoring, and performance exams. Chapter 6 offers guidance on instructor qualifications, chapter 7 discusses issues related to program/curriculum accreditation, and

chapter 8 considers the roles and responsibilities of "2 + 2" development and implementation staff. Chapters 9 and 10 offer information on conducting student follow-ups and developing articulation agreements. Finally, chapter 11 deals with considerations related to program/curriculum evaluation. Appendixes discuss establishing a definition of articulation and present a survey used to validate tasks and competencies. (JMC)

DOCUMENT RESUME

ED 322 952 JC 900 442

Rio Salado Community College Adjunct Faculty Staffing and Development Program, July 1989-August 1990.
Rio Salado Community Coll., Ariz.
PUB DATE- Aug 90
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adjunct Faculty; College Faculty; Community Colleges; Educational Quality; *Faculty College Relationship; *Faculty Development; Faculty Evaluation; Mentors; Nontenured Faculty; *Part Time Faculty; Student Evaluation of Teacher Performance; Teacher Administrator Relationship; Teacher Participation; Two Year Colleges

In July 1989, Rio Salado Community College established an Adjunct Faculty Staffing and Development Program (AFSDP) with the following goals: to insure excellence in instruction through content consistency and the use of effective teaching and learning strategies; to increase adjunct faculty identification with the college and appreciation of the importance of their role as adjunct faculty; and to enable the administration to utilize faculty more effectively by coordinating information and standardizing procedures throughout the college. An AFSDP Group was formed and a coordinator was appointed to identify instructional and administrative concerns associated with adjunct faculty, to plan and conduct AFSDP activities, and to develop internal systems and procedures. AFSDP activities include the following: (1) adjuncts are provided with name tags to wear when teaching or attending college functions; (2) adjuncts are recognized for faculty development involvement and outstanding teaching; (3) faculty assemblies and workshops are held to address instructional issues; (4) a mentoring program has been established in 20 academic disciplines; (5) adjuncts are observed and evaluated by a peer or administrator during their first three semesters of teaching; (6) adjuncts receive mailings of instructional information; (7) a new faculty database has been created to facilitate communication between the administration and faculty; (8) the college's adjunct faculty handbook was recently revised; and (9) logistical support, such as media and print services, is provided. Appendixes comprising the greater part of the document contain information on the instructional workshops, guidelines for adjunct faculty observations, student course evaluation forms, samples of informational mailings, and faculty database forms and procedures. (GFW)

DOCUMENT RESUME

ED 322 965 JC 900 460

Gulassa, Cy
Collaborative Governance in the Foothill/De Anza Community College District. Management Report, 1988-89/3.
Association of California Community Coll. Administrators.
PUB DATE- 89
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - General (020)
DESCRIPTORS- Collective Bargaining; *College Administration; *College Governing Councils; *Collegiality; *Community Colleges; Faculty College Relationship; Labor Relations; Multicampus Districts; Organizational Development; *Participative Decision Making; Teacher Administrator Relationship; Teacher Associations; Two Year Colleges
IDENTIFIERS- *Foothill De Anza Community College District CA
A move from "participative" to "shared" governance of the California community colleges is one of the fundamental goals of Assembly Bill 1725. The Foothill-De Anza Community College District has given special priority to meeting this goal through its system of shared governance. Foothill-De Anza's success can be attributed to the climate for excellence created by the college's collaborative governance body, the District Budget and Policy Development Group (BPDG). The group includes representatives from the student body, faculty union, minority staff association, directors of human resources and plant services, as well as college presidents, deans, and senate representatives. The District Chancellor acts as referee. Decisions are arrived at collaboratively, and each member's presence and input is required at all meetings. Idea integration is used as the primary means of dealing with intragroup conflict. While the Chancellor and management retain the administrative power, the emphasis is on consensus building and mutual respect for all interests represented. The quality of the BPDG's decisions and the resulting sense of trust convinced union leaders that BPDG actually improved rather than restricted bargaining activities. (GFW)

DOCUMENT RESUME

ED 322 978 JC 900 480

Lerner, Max J.; Drier, Harry N.
Toward a National System of Postsecondary Education in the Federated States of Micronesia. A Special Report on Postsecondary Education.
Ohio State Univ., Columbus. Center on Education and Training for Employment.
SPONS. AGENCY- Micronesia Dept. of Human Resources, Palikir, Pohnpei. Office of Education.
PUB DATE- Jan 90
NOTE- 59p.
CONTRACT- FSM-45
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Organization; Attitudes; College Role; *Community Colleges; *Educational Development; *Educational Improvement; *Financial Support; Higher Education; International Cooperation; Interviews; Program Descriptions; School Surveys; Teacher Education; Two Year Colleges
IDENTIFIERS- *Micronesia
In 1989 the Center on Education and Training for Employment at Ohio State University was asked by the government of the Federated States of Micronesia (FSM) to conduct a study on the postsecondary educational system within the FSM. During the course of the study, the survey team's postsecondary specialist visited community college campuses and centers for continuing education throughout the Pacific rim, including the Republic of the Marshall Islands, the FSM, and the Republic of Palau, the three nations which maintain a treaty operating the College of Micronesia's multi-campus sites. During these visits, over 102 people were interviewed, including college administrators, teachers, students, state government officials, national government officials, and and off-island educators. Areas examined by the study included financing of current postsecondary programs including community college funding, scholarships, and Pell grants. Also examined were interviewee concerns and observations regarding eight basic issues for the FSM, including the three nation treaty, college governance, the predominant role of foreigners in skilled occupations, the need for and financing of a four-year institution, and private sector economic development. Recommendations emerging from the study included development of an articulation plan, continued support for the three nation treaty, redefinition of the mission and policies of the community college system, and improvement of scholarship fund management. Appendixes suggest goals and powers of the board of regents, duties and responsibilities of the advisory board and the advisory committee, and governance structure. (JMC)

DOCUMENT RESUME

ED 322 992 PS 018 958

Strategies for Children in the 1990s. A UNICEF Policy Review.
United Nations Children's Fund, New York, N.Y.
PUB DATE- May 89
NOTE- 45p.
AVAILABLE FROM- United Nations Children's Fund, 3 UN Plaza, New York, NY 10017 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Health; *Childhood Needs; Developed Nations; Developing Nations; *Developmental Programs; Drinking Water; Economic Factors; Educational Needs; Futures (of Society); Global Approach; Mortality Rate; Nutrition; *Policy Formation; Poverty; Program Development; Sanitation
IDENTIFIERS- Maternal Health; *Program Objectives; *UNICEF

This policy review presents the views and proposals of the United Nations Children's Fund (UNICEF) concerning development goals and strategies for the 1990s. A brief review of the previous development decades in the first section is followed by an overview of the evolution of the situation of children in the 1980s. The third section summarizes the unmet needs of children, including those related to critical poverty, mortality, maternal health, nutrition, water, sanitation, education, and children in especially difficult circumstances. The fourth section discusses goals for the year 2000. In the fifth section, the report suggests strategies for meeting the goals. Strategies for reaching the goals proposed for the year 2000 include a commitment to environmentally sound and sustainable development policies, construction of the necessary economic base for meeting human needs, the reaching of unreached and hard-to-reach populations, advocacy and social mobilization, and the empowerment of women for development. The sixth section suggests ways in which the goals and strategies should be adapted to the different country and regional realities. The seventh section reports UNICEF executive board recommendations. The report proposes that the development of human capabilities and the process of meeting basic human needs should be the underlying themes of the Fourth United Nations Development Decade. (RH)

DOCUMENT RESUME

ED 323 006 PS 019 004

Mattke, Thomas L.
The Preschool Teacher: Developmentally Oriented or Developmentally Appropriate?
PUB DATE- 90
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; Comparative Analysis; Definitions; Educational Objectives; Educational Philosophy; Educational Practices; Educational Testing; Guidelines; *Preschool Education; Program Design; *School Schedules; *Teacher Behavior; Teacher Characteristics; *Teacher Role; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *Developmentally Appropriate Programs; Program Characteristics

Based in the belief that many preschool programs have an orientation toward a developmental philosophy yet are not developmentally appropriate in program practices, this discussion contrasts developmentally and psychometrically oriented approaches, reviews literature on program design and children's needs, and provides guidelines in the areas of teacher behavior and daily schedule. Initial discussion, on conceptions of the learner, the learning process, knowledge, and the aims of education, contrasts a truly developmental approach with the psychometric approach predominant in the schools. A review of research compares outcomes of various preschool program designs and works toward a clearer definition of the developmental needs of the young child. Sections in the review focus on basic skills and teaching strategies, defining "developmentally appropriate," the teacher's role, and program structure and goals. Attention is then focused on implications of research on teacher behaviors and teacher-child interactions. An analysis of the daily schedule in a preschool classroom follows. Concluding discussion probes teacher behaviors within the framework of the daily schedule. It is pointed out that inappropriate teacher behaviors can destroy a daily routine that has been planned according to the needs of young children. And, an inappropriate daily schedule makes even the best and most knowledgeable teacher unable to facilitate learning from a child development perspective. (RH)

DOCUMENT RESUME

ED 323 020 PS 019 026

Furby, Lita; Beyth-Marom, Ruth
Risk Taking in Adolescence: A Decision-Making Perspective.
Carnegie Council on Adolescent Development, Washington, DC.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- Jun 90
NOTE- 83p.; Part of a series of working papers prepared for the U.S. Congress Office of Technology Assessment's Adolescent Health Project. For other papers in this series, see PS 019 023-029 and ED 302 619.
AVAILABLE FROM- Carnegie Council on Adolescent Development, 2400 N Street, NW, 6th Floor, Washington, DC 20037-1153 (free).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adolescents; *Decision Making; Definitions; *Intervention; Public Health; *Research Methodology; Research Problems; *Risk
IDENTIFIERS- Developmental Theory; *Risk Taking Behavior; Theory Development

A decision-making approach to the study of adolescents' risky behaviors is described in detail. In contrast to other approaches, the decision-making approach assumes only that risk taking involves choosing among alternative courses of action, and that the chosen alternative, by definition, entails some chance of loss. A short definition of risky behavior is followed by a description of the decision-making perspective. A demonstration of the ways in which risky behaviors can be approached from such a perspective and an account of some advantages of the approach are offered. The advantages are then highlighted in a section which uses the decision-making approach to reexamine some widely held beliefs regarding adolescents' risky behaviors. Subsequent discussion: (1) explores implications of the decision-making perspective for education; (2) examines difficulties and shortcomings of the decision-making perspective; and (3) offers a brief review of other perspectives on risk taking. Concluding material offers a summary discussion of the claim that adolescents take risks unduly. A total of 116 references are cited. (RH)

DOCUMENT RESUME

ED 323 034 PS 019 052

Arnold, Carolyne W.
Infant Mortality and Social Policy. Working Paper No. 203.
Wellesley Coll., Mass. Center for Research on Women.
PUB DATE- 90
NOTE- 22p.
AVAILABLE FROM- Center for Research on Women, Wellesley College, Wellesley, MA 02181 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Background; Blacks; Budgeting; Child Health; Cost Effectiveness; *Federal Legislation; *Government Role; Health Programs; *Infant Mortality; Literature Reviews; Population Trends; *Public Policy; Retrenchment
IDENTIFIERS- Massachusetts (Boston); Maternal Health; *Omnibus Budget Reconciliation Act 1981; Research Results
Less than 2 years after the Omnibus Budget Reconciliation Act (OBRA) of 1981 mandated the reorganization of long-established maternal and child health services and substantially reduced funding of programs, a rise in the incidence of unfavorable maternal and child outcomes was detected in national health data. Data suggest at least an inferential correlation between the effects of OBRA and health outcomes. This discussion examines the impact of OBRA on the occurrence of infant deaths in three Boston neighborhoods. Using extant data sources and drawing on prior research, the discussion: (1) frames the background and policy context of OBRA; (2) describes national population dynamics and trends, their influence and implications for infant mortality in Massachusetts, in Boston, and in the predominantly black neighborhoods of Roxbury, Dorchester, and Mattapan; (3) reviews relevant research, reports, and supporting documents on the problem; and (4) updates institutional and programatic efforts designed to respond to effects of the OBRA. It is concluded that since the implementation of the budget cuts, there has been an erosion in health status, particularly among mothers and children, and that infant deaths have dramatically increased. (RH)

DOCUMENT RESUME

ED 323 047 RC 017 664

Picou, J. Steven; And Others
Social Disruption and Psychological Stress in an Alaskan Fishing Community: The Impact of the Exxon Valdez Oil Spill.
SPONS. AGENCY- Colorado Univ., Boulder.; Mississippi State Univ., Mississippi State.; University of South Alabama, Mobile.
PUB DATE- 23 Mar 90
NOTE- 30p.; Paper presented at the Annual Meeting of the Southern Sociological Society (Louisville, KY, March 23, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Alaska Natives; *Community Psychology; Community Surveys; *Psychological Patterns; Rural Areas; Social Science Research; *Well Being
IDENTIFIERS- *Alaska (Cordova); *Exxon Valdez Oil Spill; Impact Studies; Posttraumatic Stress Disorder; Small Towns; *Social Disruption; Social Impact
Technological accidents such as the Exxon Valdez oil spill in 1989 create man-made disaster situations that threaten community survival and the well-being and quality of life of community residents. This paper focuses on the social and psychological impact of the 1989 oil spill on Cordova, an isolated Alaskan community with high economic dependence on commercial fishing and a native Alaskan cultural heritage of subsistence practices. Random samples of 118 households and 32 Native Alaskans in Cordova and a matched control community were surveyed 5 months after the spill to assess patterns of social disruption and post-traumatic stress. Data analysis revealed that Cordova experienced significantly more social disruption than the control community, particularly in the areas of work activities and future plans. Cordova residents also displayed significantly higher post-traumatic stress on 15 of 16 indicators; they had more intrusive recollections of the spill, more behaviors reflecting avoidance of stimuli associated with the spill, and a general diminished responsiveness or "numbness" to activities associated with the spill. Post-traumatic stress was most acute for persons experiencing disruption of family cohesion and uncertainty about future plans. This report contains 41 references and includes tabulations of responses to survey questions. (SV)

DOCUMENT RESUME

ED 323 060 RC 017 714

McReynolds, Vicki
What Works? HIV/AIDS Education in Rural America.
National Rural and Small Schools Consortium, Bellingham, WA.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- 90
NOTE- 121p.
CONTRACT- U63/CCU002857-02
AVAILABLE FROM- National Rural Development Institute, Western Washington University, MH-359, Bellingham, WA 98225 ($10.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Demonstration Programs; *Educational Strategies; Elementary Secondary Education; *Health Education; Profiles; *Program Effectiveness; Rural Areas; Rural Education; *Rural Schools; School Districts; *Sex Education
By May 1989, 29 states and territories had mandated HIV/AIDS education in their public schools. Rural schools face special problems in the delivery of such education. From telephone interviews and a survey questionnaire, 32 rural school districts across the country were identified that use effective strategies in their HIV/AIDS education programs. This manual presents these programs as chapters, alphabetically by state. Each chapter describes: (1) community and school demographics; (2) the state and local contexts of HIV/AIDS education; (3) specific strategies that have been effective in the areas of curriculum, curriculum integration, parent and community involvement, staff training, skill building, funding, program evaluation, and program expansion and update; (4) program features that are specifically rural; and (5) suggestions for other schools. Effective strategies are indexed. Appendices contain a catalog of suggestions for program development and implementation and a summary of rural features of the 32 programs. This report contains 54 references. (SV)

DOCUMENT RESUME

ED 323 073 RC 017 731

Ginn, Linda
Education and Poverty in Western North Carolina: An Institutional Inquiry.
PUB DATE- 90
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reference Materials - Bibliographies (131) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disadvantaged Environment; Economic Factors; Elementary Secondary Education; Higher Education; *Institutes (Training Programs); *Poverty; *Poverty Areas; *Program Development; Rural Education; Teacher Education; Teacher Influence; *Teacher Role
IDENTIFIERS- Western Carolina University NC
This paper describes a summer institute on poverty offered for graduate degree credit through Western Carolina University. The institute targeted western North Carolina educators by inviting 18 regional school districts to sponsor one participant each. Speaker and seminar topics centered on the nature of poverty, its pervasiveness, its relationship to education, and the local effects of global and national economic issues. Planning issues, including selection of literature and videotaped material on rural poverty are described, and personal observations and a critique of the seminar are also offered in the first part of this paper. A second section examines issues raised during the seminar and describes their implications for schooling. Quotations from seminar presenters are used to describe the following three themes relating to education: (1) the need for educators to make connections with the lives of their students; (2) the "bottom-up" method of reform, or the idea that change should be initiated by the people directly affected by the problem; and (3) the powerful impact teachers have on students' lives. The document concludes with 12 points pertaining to education and educators. The points emphasize the importance of shared decision-making, complete educational funding, an understanding of students' environment, and educational reforms that begin in the classroom. The document also includes an extensive bibliography, a class syllabus, and an agenda for the two-week long teachers' poverty institute. (TES)

ED 322 703 EC 231 897

Staff Guide To Control of Infectious Disease: For the Special Needs Population in Residential Sites and Day Programs.
Association for Retarded Citizens, Arlington, TX.; Developmental Disabilities Community Nurses Coalition, Boston, MA.
PUB DATE- Dec 89
NOTE- 53p.
AVAILABLE FROM- Association for Retarded Citizens, 2501 Avenue J., P.O. Box 6109, Arlington, TX 76005 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Communicable Diseases; *Developmental Disabilities; *Disease Control; Epidemiology; *Hygiene; Prevention; Public Health

The manual is intended to provide people responsible for the well-being of persons with developmental disabilities with practical information on the prevention of infectious diseases. Diseases are listed alphabetically by most common name. Diseases are also listed by the system or body part it generally affects. Definitions of 26 terms used in the descriptions are given. Among the 44 diseases described are: AIDS (Acquired Immune Deficiency Syndrome), bronchitis, conjunctivitis, ear infection, flu, food poisoning, gastroenteritis, gonorrhea, hepatitis A and B, impetigo, laryngitis, measles, mononucleosis, mumps, pneumonia, ringworm, rubella, scabies, shigella, syphillis, vaginitis, and venereal warts. Under each disease named, answers are provided to the following questions: how soon after exposure to this disease will symptoms appear?, when and for how long is a person contagious?, how is it spread?, what are the symptoms?, how can it be diagnosed?, what is the treatment?, are there any complications?, how common is the disease?, are there any groups of people who are at higher risk?, how can it be prevented?, and are there special considerations for a person with developmental disabilities? Also provided are a listing of state public health departments and a listing of 17 references. (DB)

ED 322 717 FL 018 672

The Journal of the Society for Accelerative Learning and Teaching. Volume 11, 1986.
Society for Accelerative Learning and Teaching, Inc.
PUB DATE- 86
NOTE- 301p.; For volume 10, 1985, see ED 285 414.
AVAILABLE FROM- SALT Journal, Psychology Dept., Iowa State University, Ames, IA 50010 (Back issues $7.00 each, $12.00 per doubled copy).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Acceleration (Education); Case Studies; Learning Strategies; Learning Theories; *Psychoeducational Methods; Second Language Instruction; Second Language Learning; *Suggestopedia; *Theory Practice Relationship

The Society for Accelerative Learning and Teaching has published a series of collected works on many aspects of suggestive learning-teaching-therapy counseling within the theoretical and procedural confines of Suggestology and/or Suggestopedia. The articles cover a variety of subjects including critical reviews, theoretical analyses, speculative papers, case studies, and quasi-experimental studies, as well as reports of empirical research (basic or applied) of major significance. The basic focus is on Suggestopedia theory, research, and application. (GLR)

ED 322 732 FL 018 737

Baenen, Nancy R.
Effects of a Policy Change--Instructional Approaches for Limited-English-Proficient (LEP) Students with Stronger English Ability.
Austin Independent School District, Tex. Office of Research and Evaluation.
PUB DATE- Jul 90
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education Programs; Bilingual Students; Classification; Educational Change; *Educationally Disadvantaged; *Educational Policy; Educational Strategies; Elementary Secondary Education; English (Second Language); *Identification; Language Dominance; *Language Proficiency; *Limited English Speaking; Monolingualism; Remedial Instruction; School Districts; *Student Placement
Program results emerging from policy changes concerning identification and placement of limited-English-proficient (LEP) students in one school district are evaluated. The policy changes permitted students classified as bilingual, English-dominant, or English monolingual to be placed by committee in an appropriate instructional program (bilingual, English as a Second Language, or Language Arts Mastery Process), and provided for screening of these groups to determine whether they were LEP or educationally disadvantaged. The latter group would be provided compensatory or remedial services as needed. It was found that the achievement of LEP students in the Language Arts Mastery Program (LAMP) exceeded that of other groups, but other measures did not indicate any clear superiority of one program over another. Of 122 students who would previously have been classified as LEP, 77 were determined not to be. Some formal process to assure that non-LEP, educationally disadvantaged students are given remedial help is seen as necessary. The committees were comfortable placing the students in the three programs. Where LAMP was combined with another program, schools felt the complementary approach was beneficial; however, some schools did not have LAMP programs. (Author/MSE)

ED 322 746 FL 018 754

Carroll, David J.
The Relationship between Reading Ability and Subject Knowledge

amongst West Indian Primary School Students.
PUB DATE- Mar 88
NOTE- 24p.; Portions of appendix will not reproduce legibly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Children; Content Area Reading; Decoding (Reading); Foreign Countries; *Knowledge Level; Primary Education; *Reading Ability; *Reading Difficulties; *Testing Problems; *Test Items; *Vocabulary; Written Language
IDENTIFIERS- Content Area Teaching; *West Indies
A study investigated the degree to which scores on content-based tests were influenced by non-content factors such as difficulty with reading, lack of confidence in responding independently to a test, and inexperience with modes of responding to multiple-choice questions. A test compiled from science, math, and social studies material in a primary education project was administered to children in six primary schools in the West Indies. Two treatment groups in three age categories were used. Half the students read the test and answered questions on paper. The other half had the test items read to them and responded, also on paper. Results suggest a relationship between subject area knowledge and reading. The problem appears not to be in decoding, but seems to arise with complex language structure and written forms of lexical items. Oral, receptive vocabulary is larger than written receptive vocabulary. It is suggested that students are overloaded when saturated with content knowledge and required to function in an unfamiliar medium. The problem is most apparent with the youngest students, but persists in the older students. Paper-and-pencil tests may therefore not reflect true content knowledge. A sample test is appended. (MSE)

ED 322 761 FL 018 772

Svendsen, Uffe Sonne
On the Translation of Modality in an MT-System.
PUB DATE- Apr 90
NOTE- 19p.; paper presented at the Meeting of the World Congress of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; English; Foreign Countries; *Grammar; Languages; Linguistic Theory; *Machine Translation; Models; Semantics; *Verbs
IDENTIFIERS- European Economic Community; *Eurotra; *Modals (Verbs)
The use of a model for treatment of English modals in a machine translation system being developed in Europe is discussed. The Eurotra system, sponsored by the Commission of the European Communities, is designed to translate into the nine official languages of the European Economic Community. The report first examines modality, the different ways of expressing modality, and why it is necessary to have a semantic representation of modal expressions for each language. The Palmer/Davidsen-Nielsen grid for representation of English modal meanings is then outlined. The Eurotra organization and translation system are also described. Eurotra's stratified framework of analysis and synthesis at four levels (morphological, configurational, relational, and interface) and the process of transfer from the source to the target language are explained, and its model for classifying modality type is presented, giving attention to the method used for identifying modality types in a text. Danish and English examples are referred to, and structural and processing problems are noted. (MSE)

ED 322 777 FL 018 793

Battye, Adrian
Reflections on Nominal Quantification in Three Romance Varieties: French, Italian and Genoese.
PUB DATE- 89
NOTE- 23p.; In: York Papers in Linguistics 14; see FL 018 786.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Contrastive Linguistics; Dialect Studies; *French; *Italian; Language Research; *Language Variation; Linguistic Theory; *Nouns; Phrase Structure; Romance Languages
IDENTIFIERS- *Italian (Genoese); *Quantifiers

An examination of some surface differences between quantifier phrases (QP) in standard Italian, Genoese dialect, and French is reported. The analysis makes specific reference to the distribution of empty noun phrase and adjectival phrase categories in SpecN, and uses the concept of inflectional rules. Although details have not yet been worked out, the discussion strongly favors the position that the category QP is really only a label of convenience because the syntactic behavior examined here could be given an adequate analysis with an approach that views QP as an autonomous lexical category. (MSE)

ED 322 808 HE 023 625

Retention of Degree-Declared Public Postsecondary Students (Discussion Item).
Indiana State Commission for Higher Education, Indianapolis.
PUB DATE- 8 Sep 89
NOTE- 18p.; For related documents, see ED 319 431, HE 023 626 and HE 023 628.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Students; College Students; *Dropouts; Educational Attainment; Full Time Students; Higher Education; Longitudinal Studies; Part Time Students; *Postsecondary Education; Public Education; *School Holding Power; State Colleges; State Universities; Trend Analysis
IDENTIFIERS- *Indiana; Indiana Commission for Higher Education

The study examined retention and degree completion of Indiana public postsecondary students as reported by the Indiana Student Information System (SIS). The study identified freshman students (N=69,410) from 1984-85 who had declared their intention to obtain degrees and then tracked the progress of this group of students as reported each year through SIS. The study's conclusions were: (1) most students at all degree levels were part-time, (2) the degree completion rate for full-time baccalaureate students looked promising, (3) the degree completion rate for full-time black students is less than half the rate for all students in that category, (4) retention rates for part-time students at all degree levels irrespective of race looked low enough and inconsistent enough to merit special attention. Recommendations included continuing the monitoring of retention and degree completion rates beyond 1990-91, creating a task force to recommend a plan for improving part-time students' rates of progress toward degrees, inviting institutions to set targets for the degree completion rates of black students, and proposing the extension of state student assistance to blacks who attend specified historically black colleges and universities. (GLR)

ED 322 824 HE 023 753

Consolidated Student Loans. Borrowers Benefit but Costs to Them and the Government Grow. Report to Congressional Requesters.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO-HRD-90-8
PUB DATE- Jun 90
NOTE- 64p.
AVAILABLE FROM- U.S. General Accounting Office, P. O. Box 6015, Gaithersburg, MD 20877 (first 5 copies free, additional copies $2.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Cost Estimates; Government Publications; Government Role; Grants; Higher Education; *Interest (Finance); *Loan Default; *Loan Repayment; Paying for College; *Program Effectiveness; *Student Loan Programs
IDENTIFIERS- Higher Education Act Amendments 1986; *Student Loan Consolidation Program

In response to the requirements of the Higher Education Amendments of 1986, this report addresses the impact of the two-year-old Student Loan Consolidation Program. Principle findings of the investigation concern the higher interst costs to the borrower that are brought about by longer payment plans and the fact that the government's subsidy costs will increase because of loan consolidation. Several options are presented for the Congress to consider for changing the program in order to reduce the government's costs. The Department of Education and four of the five lenders providing data for review also provided written comments on a draft of the report; the lenders also provided technical comments. Appendices include a description of the methodology used to eliminate consolidated loan costs as well as default statistics, a list of lenders, and information related to reducing the subsidy costs. (GLR)

ED 322 853 HE 023 797

Student Learning and Quality Education. Six Case Studies of Student Learning.
State Univ. of New York, Saratoga Springs. Empire State Coll.
PUB DATE- 84
NOTE- 96p.
AVAILABLE FROM- Office of Research and Evaluation, One Union Avenue, Empire State College, Saratoga Springs, NY 12866 (single copy $9.25; quantity price $7.40).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Case Studies; *College Students; Educational Quality; Educational Resources; Higher Education; Instructional Effectiveness; *Outcomes of Education; Program Effectiveness; Student Educational Objectives; Student Evaluation; Student Improvement; Vocational Evaluation
IDENTIFIERS- *State University of New York Empire State Coll

Six individual case studies are presented that illustrate in greater depth how the Genesee Valley Regional Center of the Empire State College (New York) met students' educational goals as well as how these particular individuals challenged the academic program. The case studies provide a means to examine student learning and the center's search for quality education. The general observations offered are of two types: those that illuminate how the center served diverse students and those that illustrate challenges to the quality of the academic program. Areas and issues of interest (both student and institution) which are examined through the case studies include: the quality of education of full-time study; being able to achieve educational, vocational, and personal outcomes; dealing with high-risk as well as outstanding students; providing sufficient resources; developing quality assessment and vocationally defined programs; and the maintaining of creative tension between student centeredness and academic quality. (GLR)

ED 322 868 HE 023 823

Moore, William S.
Tuning In to Student Voices: Assessment & the Perry Scheme of Intellectual & Ethical Development.
PUB DATE- 27 Jun 90
NOTE- 25p.; Workshop material prepared for the American Association for Higher Education Assessment Forum (5th, Washington, DC, June 27, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Epistemology; *Ethics; Higher Education; Individual Development; *Intellectual Development; *Moral Values; Student Attitudes; Student Motivation
IDENTIFIERS- *Perry Scheme of Intellectual Ethical Development
In these workshop materials, Perry's scheme of intellectual and ethical development is graphically portrayed. This is followed by: (1) an epistemological overview of positions two to five of the Perry scheme (what to learn, how to learn, how to think, and how to judge in context); (2) an overview of Perry scheme instrumentation; (3) Perry rating cues for the measure of intellectual development, focusing on a view of knowledge and learning, the role of authority, role of learners/peers, classroom atmosphere, role of evaluation, language, and multiples/quantity; (4) a structured Perry interview format; (5) a format for analyzing students' essays about the nature of learning; and (6) segments written by 45 students describing the best class they had ever taken and rationales for their choice. (JDD)

ED 322 883 IR 014 526

Woodward, John; Gersten, Russell
Innovative Technology for Secondary Learning Disabled Students: A Multi-Faceted Study of Implementation.
PUB DATE- 88
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Instructional Effectiveness; Instructional Innovation; *Interactive Video; Interviews; *Learning Disabilities; Mathematics Instruction; *Multimedia Instruction; Questionnaires; *Remedial Mathematics; Secondary Education; Special Education Teachers

Computer use in the classroom is minimal for both special education students and other students. Reasons for non-use are that access to computers is limited, the quality of the instructional software is poor, and teachers find it difficult to integrate computer use with more traditional teaching methods. Interactive videodisc technology, while similar in many respects to computers, has the advantage of enhanced graphic capabilities in the form of slides, archival film, videotape segments, and computer graphics, as well as a narrative mode of presentation comparable to that of television. In a controlled experimental study of the Mastering Fractions videodisc program, significant positive effects on student achievement were demonstrated when the system was used to teach basic fractions concepts to remedial and special education secondary students. Seven teachers at 7 school sites in a large urban district taught 57 students for 6 weeks using the Mastering Fractions videodisc program. Results of the study showed: an increase in both teacher and student enthusiasm, greater interaction between teachers and students, superior student performance on a criterion-referenced test, and successful retention of the material after the original instruction. It is concluded that interactive video, while not a hidden remedy to the flagging technological revolution in the schools, may be a partial solution to the problem of effective teaching of difficult subjects. Six appended tables present supporting data, including both teacher and student responses to interviewers. (24 references) (DB)

ED 322 898 IR 014 653

The Cutting Edge: R&D Products To Strengthen Curriculum and Instruction.
Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.
PUB DATE- Oct 88
NOTE- 41p.; Pages on colored stock in the original may not reproduce clearly.
CONTRACT- 400-86-0005
AVAILABLE FROM- The Regional Laboratory for Educational Improvement of the Northeast and Islands, 300 Brickstone Square, Suite 900, Andover, MA 01810 (free, shipping $2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Abstracts; Adult Education; Basic Skills; Computer Assisted Instruction; Computer Software; *Educational Research; *Educational Resources; Elementary Secondary Education; *Instructional Materials; Microcomputers; Models; Research and Development; Thinking Skills

This is more than an annotated bibliography. It offers information to teachers and instructors in many subject areas including mathematics, science (interfacing microcomputer software for science laboratories), English as a second language, oral communication, keyboarding (software), writing, basic skills, test taking skills, vocational education, reading, and social studies. The summaries fall into two categories: (1) abstracts of opinion papers that provide advice and instructional tips for the classroom; and (2) descriptions of program models or products developed in response to a stated problem. Summaries falling into the first category contain a problem statement and a short discussion of some of the solutions to that problem. Summaries in the second category contain a problem statement, a discussion of the research conducted, a brief explanation of the conclusions reached, and a description of the program or product developed. A product order form is attached. (DB)

ED 322 913 IR 053 230

Nelson, Milo
Crunching Knowledge: The Coming Environment for the Information Specialist.
PUB DATE- Mar 89
NOTE- 9p.; Paper presented at the Annual Conference on Computers in Libraries (4th, Oakland, CA, March 14-16, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Agents; *Futures (of Society); Information Scientists; Information Technology; *Librarians; Library Automation; *Library Role; *Library Services; Linking Agents; Resistance to Change; *Technological Advancement; Telecommunications
IDENTIFIERS- *Information Counselors; Intermediaries; Value Added Services
The adjustment of librarians to technological change has been difficult because they have been too close observers of the present at the expense of daydreaming about society's likely future. The brisk pace of business, industry, and Wall Street has been accelerated even more by developments in information technology and computer communications. A shorter attention span--once viewed as a disability--is becoming a useful strategy for living in a fast-forward society that does not believe in long-term decision making, historical rumination, or second-guessing of events. The belief that learning takes a long period of time and that the quality of learning is enhanced by the ordeal of acquiring it, will end in the next century. Librarians must put a sharper point on public service, put information in the hands of the users more quickly, and be willing to make discriminations about the quality of our material. Librarians must replace the role of unbiased, impartial, and remote servants with the role of being highly informed, opinionated professionals. Further, information specialists will flourish as long as they take themselves seriously, and libraries will succeed as long as they are perceived as purveyors of ideas. (SD)

ED 322 927 IR 053 274

The Information Ambassadors: The 1988-89 Library/Book Fellows.
American Library Association, Chicago, Ill.
SPONS. AGENCY- United States Information Agency, Washington, D. C.
PUB DATE- 89
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Exchange; *Grants; Law Libraries; Librarians; Library Associations; *Library Automation; Library Collection Development; *Library Education; *Library Planning; Online Searching; Overseas Employment; Professional Recognition

The Library/Book Fellows program began in 1986 with a grant from the U.S. Information Agency. The purposes of the program are to: (1) increase international understanding through the establishment of professional and personal relationships and the accomplishment of mutual goals, and (2) to enable U.S. librarians and publishers to enrich and broaden their career experience through a short period of overseas service. The 1988-89 inaugural class of nine Fellows was chosen from more than 300 applicants. Their programs involved teaching postgraduate library students, setting up a system for automating libraries, planning a law library, training host country librarians in traditional and automated information retrieval techniques, assisting with updating and establishing library policies and procedures, compiling a bibliography of 2,000 books translated into Arabic, conducting a systems analysis and teaching specialized computer courses, improving information dissemination at public libraries, and helping children develop a love of reading. This booklet presents recollections of the Fellows' experiences in Uganda, France, Thailand, Liberia, Egypt, Sweden, Argentina, Malawi, and North Yemen, together with profiles of each of the Fellows, and an overview of each program. (SD)

ED 322 966 JC 900 461

Hsu, Hilary
The Multicultural Urban Community College: Conflict and Achievement.
PUB DATE- 9 Jul 90
NOTE- 14p.; Paper presented at the Annual International Conference on Leadership Development of the League for Innovation in Community Colleges, "Leadership 2000" (2nd, San Francisco, CA, July 8-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; *Cultural Differences; *Cultural Pluralism; Culture Contact; Ethnic Groups; Faculty Integration; Racial Discrimination; Role of Education; Student Educational Objectives; Two Year Colleges; Urban Demography; *Urban Education
The challenge for community colleges is two-fold: to provide relevant training to maintain their competitiveness and to do it for an increasingly diverse population. Furthermore, the advent of the information revolution has placed new demands on education as one of the primary means of access to economic well-being and upward mobility. Administering a community college such as San Francisco City College, where the student body is ethnically diverse and heavily weighted in favor of minorities, entails particular problems and challenges. Problems arise out of differences in values, leading to different priorities in the allocation of resources for programs and services. In particular, conflicts arise when the needs and desires of students clash with those of faculty, or when the needs and interests of faculty become a source of friction with administrators. For example, in hiring decisions, faculty are often more concerned with the academic accomplishments of candidates, while administrators and students may be more concerned with bringing in faculty who are sensitive to the needs of minority students. Racial/ethnic loyalty plays a part as well. In the San Francisco Community College District, such conflicts are seen as inevitable, but not necessarily destructive. To minimize negative effects, the district emphasizes leadership that is cognizant of and sensitive to the following: (1) the unique qualities of a multi-ethnic, multicultural urban institution; (2) well-defined and fair decision-making processes; (3) and the involvement of community advisory committees made up of representatives of the various ethnic and cultural communities in San Francisco. District successes, such as increasing enrollments, consistently large numbers of transfer students, and broad minority representation among the faculty, demonstrate that ethnically diverse groups of people can work together effectively. (GFW)

ED 322 993 PS 018 971

Chamberlin, Robert W., Ed.
Beyond Individual Risk Assessment: Community Wide Approaches to Promoting the Health and Development of Families and Children. Conference Proceedings (Hanover, New Hampshire, November 1-4, 1987).
National Center for Education in Maternal and Child Health, Washington, DC.
SPONS. AGENCY- Dartmouth/Hitchcock Medical Center, Hanover, NH.; Ford Foundation, New York, N.Y.; Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.; New Hampshire State Dept. of Health and Human Services, Concord.
PUB DATE- 88
NOTE- 349p.
AVAILABLE FROM- National Center for Education in Maternal and Child Health, 38th and "R" Streets, N.W., Washington, DC 20057 (free).
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- At Risk Persons; Check Lists; *Children; *Community Programs; Compensatory Education; Day Care; Developmental Programs; Early Childhood Education; *Family (Sociological Unit); Family Programs; Foreign Countries; *Health Programs; Heart Disorders; Premature Infants; Prevention; *Program Design; Program Development; Program Evaluation; *Program Implementation; Public Schools; School Role; Social Support Groups; State Programs
IDENTIFIERS- Great Britain; Illinois; Maine; New Hampshire; Ounce of Prevention Program; Program Characteristics; Project Head Start; Scandinavia; Vermont

A conference held in 1987 at Dartmouth explored the design and implementation of a comprehensive, coordinated community-wide approach to promoting the health of families and children. This publication provides: (1) conference presentations; (2) reports of delegations from Maine, Vermont, and New Hampshire; (3) participants' discussion of issues; and (4) related materials. Presentations concerned: (1) a rationale for a community-wide approach to promote the health and development of families and children; (2) a community-based approach to preventing heart disease; (3) a way of empowering at-risk families through community-based family support programs; (4) social marketing; (5) community-wide approaches to preventing preterm birth; (6) community-wide approaches to promoting the health and development of families with children; and (7) a school system-based approach to promoting healthy families and children. A summary of the information presented at the conference attempts to answer questions concerning the need for a community-wide approach, basic design elements, implementation of programs, program evaluation, and progress at the state level in the reporting states. Also included are a summary of program status indicators, a framework for promoting healthy families and children, a risk factor checklist, and summaries of individual and environmental factors affecting health. (RH)

ED 323 021 PS 019 027

Christenson, Peter G.; Roberts, Donald F.
Popular Music in Early Adolescence.
Carnegie Council on Adolescent Development, Washington, DC.
PUB DATE- Jan 90
NOTE- 99p.; Part of a series of working papers prepared for the U.S. Congress Office of Technology Assessment's Adolescent Health Project. For other papers in this series, see PS 019 023-029 and ED 302 619.
AVAILABLE FROM- Carnegie Council on Adolescent Development, 2400 N Street, NW, 6th Floor, Washington, DC 20037-1153 (free).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Child Health; Cognitive Processes; Comprehension; Individual Development; *Mass Media; *Mass Media Effects; Models; *Music; Popular Culture; *Preadolescents; Public Policy; Research Needs
IDENTIFIERS- *Music Videos
This paper examines young adolescents' involvement with popular music and the health implications of that involvement. Initial discussion explores three central concepts: music media, adolescence, and mass media effects. A summary of research on music media in adolescence is offereed in two sections discussing exposure to, and gratifications and interpretations of, popular music, and exposure to, and gratifications of, music videos. Also discussed are the messages, interpretation, and effects of popular music. Content analyses reveal that although negative and objectionable messages and images can be found in music and music television, the value orientation of most music is rather mainstream and traditional. Because music videos add the visual dimension and many young adolescents pay little attention to lyrics, videos may have stronger effects on social learning than audios. Very little taboo or deviant behavior appears on Music Television (MTV). It should not be assumed that what adults see in a song or video will be what teens see, or that all teens will see the song or video in the same way. Although adolescents report learning about important issues from music, little is known about the learning or behavioral effects that occur. Concluding discussion offers recommendations for policy and research. A total of 140 references are cited. (RH)

ED 323 035 PS 019 054

Talbert, Donna; And Others
The Child Care Challenge: Creating Solutions through Employer-Supported Programs and Public-Private Initiatives. Network Briefs.
National Conference of State Legislatures, Denver, CO.
REPORT NO.- ISBN-0-89788-108-7
PUB DATE- Apr 90
NOTE- 64p.
AVAILABLE FROM- National Conference of State Legislatures, 1560 Broadway, Suite 700, Denver, CO 80202 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Case Studies; Cost Effectiveness; Day Care; *Delivery Systems; Early Childhood Education; Economic Factors; *Employer Supported Day Care; Futures (of Society); Government Role; *Program Descriptions; *Program Implementation; *Public Policy; *State Government
IDENTIFIERS- Maine; *Public Private Relationship; Washington (Seattle)
This guide describes elements needed to enhance public and private sector involvement in child care. An introductory section defines the problem and outlines the elements of a comprehensive child care policy. Section II presents a policy matrix that serves as a guide to typical problems and solutions in the process of instituting employer-supported child care. Section III describes benefits to businesses which offer child care services. The section identifies obstacles small business employers face and offers strategies for the implementation of child care programs. Section IV reviews employer initiatives, including direct service programs, financial assistance to employees, information and referral programs, and alternative workplace policies. Section V looks at the first level of public-private partnerships: state policies that encourage private sector involvement. Section VI previews the Child Care Action Campaign's report on public-private partnerships, and Section VII provides additional examples of public-private initiatives. Section VIII reports on two case studies on comprehensive approaches to service delivery in Maine and Seattle, Washington. Section IX focuses on economic development strategies designed to increase the availability of child care resources.

State efforts to support employer-supported programs and public-private initiatives are explored in Section X. Finally, Section XI provides a bibliography and a list of resources, materials, and organizations with expertise on particular issues. (RH)

ED 323 048 RC 017 694

Vandenberg, Lela; And Others
Research-Practice Linkages in Extension Leadership Development Programs: Focus on Community Leadership Development Programs. A Report.
Michigan State Univ., East Lansing. Agricultural Experiment Station.
SPONS. AGENCY- North Central Regional Center for Rural Development, Ames, Iowa.
PUB DATE- May 88
NOTE- 217p.
AVAILABLE FROM- North Central Regional Center for Rural Development, 317D East Hall, Iowa State University, Ames, IA 50011 (1 copy free; quantity, $6.00 each).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Community Development; *Community Leaders; *Developmental Programs; *Educational Practices; *Extension Education; Leadership; *Leadership Training; Mail Surveys; Program Design; Research and Development; *Theory Practice Relationship
IDENTIFIERS- *Cooperative Extension Service
The Research-Practice Linkages Project sought to identify the knowledge base supporting community leadership development (CLD) programs of the Cooperative Extension Service and to determine linkages between Extension programs and CLD research. A mail questionnaire was completed by 492 Extension staff involved in CLD programs in 18 states and 42 managers of private firms acting as CLD program providers or consultants. The results revealed no consensus in defining leadership or community leadership. Extension workers seemed to rely greatly on experience rather than research-related sources of knowledge. Training in CLD programs focused on general leadership skills rather than the special requirements of community leadership. There was little support for many of the suggested means for strengthening research-practice linkages. There was moderate to strong support for a proposed model of CLD program development, implementation, and evaluation that was constructed from the literature on adult education and Extension education. This report contains 60 references, 28 data tables, and recommendations for future CLD Extension practice. Appendices contain the survey instruments and describe the research methodology. (SV)

ED 323 061 RC 017 715

Zekeri, Andrew A.
Comparison of the Nature of Work Performed: Southern Land-Grant University Colleges of Agriculture Alumni.
PUB DATE- Feb 90
NOTE- 34p.; Paper presented at the Conference of the Southern Rural Sociological Association (8th, Little Rock, AR, February 3-7, 1990). Part of Southern Regional Research Project S-200.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Agribusiness; *Agricultural Education; *College Graduates; College Outcomes Assessment; *Education Work Relationship; Employment Level; Graduate Surveys; Higher Education; Land Grant Universities; *Sex Differences; *Vocational Followup
IDENTIFIERS- *United States (South)
American agriculture is seriously threatened by growing shortages of highly qualified scientists, managers, and technical professionals. This paper examines the work outcomes of agricultural college alumni who were previously surveyed as students in 1977. Questionnaires were completed by 1,917 graduates in agricultural majors at 1862 and 1890 land-grant colleges of agriculture. Findings revealed significant differences in complexity of tasks on the first full-time job between agribusiness and non-agribusiness job holders. Compared to non-agribusiness job holders, agribusiness job holders were more likely to be involved in more complex data- or people-related tasks, but less complex things-related tasks. On later jobs, these entry-level differences virtually disappeared. Gender (male) and academic major (agribusiness or applied engineering) were the strongest predictors of holding an agribusiness job, followed by the state's percentage of rural farm residents. Comparison of results with those of the 1977 study suggests that plans and aspirations for a particular occupation do not increase the probability of entering a particular career upon graduation from college. This report contains 23 references. (SV)

ED 323 074 RC 017 732

Flores, Estevan T.; And Others
Immigration Reform: An Analysis of Employer Sanctions.
PUB DATE- 11 Jan 90
NOTE- 27p.; Paper presented, in part, at the Seminario sobre la Migracion Internacional en Mexico: estado actual y perspectivas (Cocoyoc, Morelos, Mexico, October 4-6, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Economic Impact; Employer Employee Relationship; *Employment Practices; *Foreign Workers; Labor Force; Labor Supply; Public Policy; *Undocumented Immigrants
IDENTIFIERS- Immigration Law; *Immigration Reform and Control Act 1986

Recent immigration legislation has potential impacts on migrant education and Mexican American education. The Immigration Reform and Control Act of 1986 was passed after nine years of intense debate. The heart of so-called immigration reform is employer sanctions, which seek to restrict migration to the United States by prohibiting employers from hiring workers without proof of U.S. citizenship or work authorization. This paper presents evidence that the government's continuance of employer sanctions may be ill-founded. A law suit by the American Friends Service Committee related to this matter and to issues of religious freedom is also examined. As in other countries where they have been tried, employer sanctions in the United States have had little impact on the influx of unauthorized labor. Rather, they seem only to push illegal immigrants underground and to increase their vulnerability to abusive employment practices. Undocumented workers do not displace U.S. citizens from jobs, but have historically played a key role in U.S. production and economic growth by filling jobs unattractive to the domestic labor force. In addition, undocumented immigrants have benefited local economies by enabling low-wage industries to expand and by purchasing consumer goods and durables. Research demonstrates that labor flows across our borders are fundamentally a result of international dynamics rooted in deep-seated economic and political inequality between the United States and developing countries. A serious critical evaluation of employer sanctions is warranted. This paper contains 45 references. (SV)

ED 322 689 EC 231 881

Hix, Barbara Ostipwko
The Relationship between the Conservation Response and Giftedness in First Grade Children. An Educational Field Problem Research Project Report.
PUB DATE- 90
NOTE- 99p.; Requirement for the Education Specialist Degree, Graduate Education Division, Mercer University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Ability Identification; *Cognitive Development; Concept Formation; *Conservation (Concept); Correlation; *Gifted; Grade 1; Intelligence Tests; *Piagetian Theory; *Primary Education; Sex Differences
This study of 145 middle class first grade students investigated whether a relationship exists between early acquisition of Piagetian conservation tasks and gifted performance on a mental abilities test. Students were evaluated individually on tasks involving the conservation of number, of liquid quantity, and of mass. A moderate correlation was found between scores on the quantitative section of the Cognitive Abilities Test and conservation of number. Multiple regression correlations between combined Cognitive Abilities section scores and conservation tasks resulted in R values in the moderate range. Boys were found to conserve more frequently than girls. A significant realtionship was found to exist between the early acquisition of conservation concepts and giftedness as determined by performance on the Cognitive Abilities Test suggesting the usefulness of conservation tasks in a multiple criteria approach to the identification of gifted children. Appendixes include the research request form, the parent consent form, and a Piagetian task response sheet. Contains 81 references. (Author/DB)

ED 322 793 FL 800 207

Family English Literacy Network, 1986-1989. Three Year Summary Evaluation Report.
Florida International Univ., Miami. Coll. of Education.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 90
NOTE- 65p.
CONTRACT- G008635268
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *English (Second Language); *Family Programs; Interviews; Limited English Speaking; *Literacy Education; *Outcomes of Education; Parent Participation; *Program Effectiveness; *Program Evaluation; Second Language Instruction
IDENTIFIERS- *Family English Literacy Network; Florida International University

A 3-year summary evaluation report is presented concerning the success of the Family English Literacy Network (FELN) project of Florida International University. The report addresses the following questions: (1) Did the project meet its proposed objectives in a timely fashion? (2) Did the project participants demonstrate a significant increase in English language skills as measured by the California Adult Student Assessment System (CASAS) system? (3) Did the project participants demonstrate a significant increase in school involvement activities after participation in the program as measured by the parent inventory? (4) Did the project participants demonstrate a significant increase in knowledge and skills in parenting as measured by the parent test? The evaluation of this project consisted of a process evaluation of the project's implementation and progress towards its stated goals, and a product evaluation of the results of testing efforts designed to measure the effectiveness of the instructional program. Data were collected through interviews, reviews of documentation of project activities, reviews of documentation relating to the literacy task force and symposium, and compilation and analysis of the demographic, parent, and CASAS test data for project participants. The results indicated that FELN had achieved its goals for the project period. (GLR)

ED 322 839 HE 023 781

Micou, Ann M.
U.S. College and University Initiatives for Change in South Africa: An Update. South African Information Exchange Working Paper Number 11.
Institute of International Education, New York, N.Y.
PUB DATE- Apr 90
NOTE- 40p.; For a related document, see HE 023 782.
AVAILABLE FROM- Institute of International Education, 809 United Nations Plaza, New York, NY 10017-3580.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Colleges; *Educational Cooperation; Foreign Countries; Higher Education; Information Dissemination; *Institutional Cooperation; International Relations; Student Exchange Programs; Universities
IDENTIFIERS- *South Africa; *United States
This document offers two lists of universities within the United States that are participating, with the South African Information Exchange (SAIE) program. The SAIE was created to facilitate the sharing of experiences and expertise both among academic institutions in the United States in South Africa, and in other countries and among assistance agencies in the United States and abroad. One list is alphabetically arranged by area of program initiative such as: academic exchange, admissions test preparation, book donations, bursaries (internal), church leadership development, conflict resolution, distance education, English as a Second Language, faculty development, fellowships, health, institutional linkages, issue-oriented programs, management, refugee education/assistance, resource centers, scholarships (external), seminars/conferences, student activity/fundraising, teacher training, and women. The second list is alphabetically arranged by the 82 participating institutions. In addition, general comments that were made by some of the responding institutions are also included. (GLR)

ED 322 940 JC 900 397

Memordandum of Understanding: The City of Baltimore and the Community College of Baltimore Faculty Federation, Local 1980 AFT, AFL-CIO, July 1, 1988-June 30, 1990.
Baltimore Community Coll., Md.
PUB DATE- 88
NOTE- 59p.; Part of a collection of collective bargaining agreements compiled by the National Education Association. For a related document, see ED 294 603.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; College Faculty; Community Colleges; Contracts; *Faculty College Relationship; Fringe Benefits; Grievance Procedures; Leaves of Absence; *Negotiation Agreements; *Policy Formation; School Schedules; Seniority; Teacher Salaries; Teacher Welfare; Teaching Conditions; Two Year Colleges; *Unions
IDENTIFIERS- *AFT Contracts; American Federation of Teachers

This collective bargaining agreement was negotiated in 1988 between the City of Baltimore and the Community College of Baltimore Faculty Federation to establish terms of employment for the college's full-time faculty. The 17 articles in this contract cover: (1) union recognition and definitions; (2) union-board relations, including standards of professional behavior, union membership, board meetings, conflict with policy, and a schedule for negotiations; (3) union activities, including union office space and meetings, dues deduction, and faculty representation; (4) academic freedom, non-discrimination, and affirmative action; (5) grievances; (6) insurance and fringe benefits; (7) conditions of employment, including determination of seniority, maintenance of effective employment conditions, evaluation of faculty members' performance, royalties, and complaints; (8) leaves, including leaves with pay, such as sabbatical and sick leaves, and leaves without pay, such as military leave and extended personal leaves of absence; (9) salary and rates of pay; (10) scope of the agreement; (11) conformity to law saving clause; (12) duration of the agreement; (13) no strike or lockout provision; (14) management rights; (15) procedure for future negotiations; (16) responsibility of the faculty member with respect to agreement and work rules; and (17) the college calendar. An appendix provides information on health and welfare benefits. (JMC)

ED 322 953 JC 900 443

Shearon, Ronald W.; And Others
Student Diversity and the Emerging Workforce: The Changing Profile of Students in North Carolina Community Colleges.
North Carolina State Univ., Raleigh. Dept. of Adult and Community Coll. Education.
SPONS. AGENCY- North Carolina State Board of Community Colleges, Raleigh.; North Carolina State Dept. of Community Colleges, Raleigh.
PUB DATE- Jun 90
NOTE- 232p.; The appended survey instrument contains small print.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Education; Access to Education; *Community Colleges; Continuing Education; Educational Needs; *Enrollment Trends; Longitudinal Studies; Population Trends; Questionnaires; State Surveys; Student Attitudes; *Student Characteristics; Student Interests; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *North Carolina

Information is provided on trends in the characteristics of students attending North Carolina's community colleges. Chapter 1 discusses the issues of extending opportunities to a diverse student population and developing a capable workforce, and explains the purposes and need for the present study. Chapter 2 presents the methods and procedures used in the study, which involved a survey of 16,196 students enrolled in 58 community colleges during fall 1988 and an analysis of other data derived from previous studies, census reports, and statewide reports. Chapters 3 through 5 highlight changes that have occurred in student profiles from 1968 to 1988, including trends in curriculum and continuing education students and enrollment changes compared with changes in the state's adult population. Chapter 6 provides a comprehensive profile of the students enrolled in fall 1988, while chapter 7 looks at the characteristics of students in college transfer, general, technical, and vocational education programs in terms of their demographic, socioeconomic, academic, and attendance characteristics. Chapter 8 profiles continuing education students in the academic, preparatory, avocational, occupational, and practical skills programs. Finally, chapters 9 and 10 offer a summary of findings, conclusions, and a discussion of implications. The survey instrument and additional information about study methodology are appended. (GFW)

ED 322 979 JC 900 482

Andrews, William M.; Lillibridge, Fred
El Paso Community College Economic Impact Study.
El Paso Community Coll., Tex.
PUB DATE- Aug 90
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- *Community Colleges; Consumer Economics; *Economic Development; Economic Factors; *Economic Impact; Economic Research; *Educational Economics; Expenditure per Student; Job Development; *School Community Relationship; Two Year Colleges
Using 1988-89 financial data, El Paso Community College (EPCC) initiated a study to estimate the economic impact of EPCC on El Paso County and on Texas. Three major expenditure components were used to estimate direct economic impact: college budgetary expenditures; college employee expenditures; and student expenditures. Indirect economic impact was estimated through application of an economic multiplier which estimates the value of earnings and other college acquired resources which have been re-spent by college employees and students in the economy. Major findings of the study included the following: (1) more than $109 million of the state's economy was a direct result of spending by EPCC (16.8%), its students (65.1%), and its employees (18.1%); (2) a business volume or economic impact of more than $271 million was generated by expenditures of EPCC, its students, and its employees as determined by application of the economic multiplier; (3) when considering all revenue sources, each dollar which EPCC received and spent resulted in $4.90 of statewide economic impact; (4) each dollar of state aid revenue to the college resulted in an economic impact of $13.45; (5) 6,816 jobs were attributable to the existence and expenditures of EPCC; (6) in El Paso County, nearly $107.5 million are attributable to EPCC student expenditures (66.4%), college expenditures (15.1%), and employee expenditures (18.5%); and (7) an estimated business volume of more than $234.5 million was generated by expenditures of the college, its students, and its employees as determined by application of the multiplier. Study methodology and limitations are discussed, and summary data tables are included. (JMC)

ED 323 007 PS 019 005

Bailey, Becky A.; And Others
Significant Others of Young Children: Child and Parent Perceptions.
PUB DATE- 88
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Age Differences; Day Care; Demography; Early Childhood Education; *Elementary School Students; Family Characteristics; Family Income; Family Size; Family Structure; *Parent Child Relationship; *Preschool Children; Preschool Education; *Rural Areas; *Significant Others; *Teacher Student Relationship
The purpose of this study was to discover who constituted the significant others of 101 rural, Caucasian children of 3, 4, 5, 7, and 8 years of age. The study was also meant to determine what family demographic variables might predict a child's selection of significant others and the possible relationship between a mother's perception of her child's significant others and the child's perception. Children participated in a structured oral interview and parents completed a questionnaire. Descriptive statistics, canonical correlations, and Pearson's correlations were used to obtain results. Family and friends were the main significant others for young children. Children did not consider teachers or child care providers to be as significant. Age of the child was the most prominent predictor of significant others, while the most predictable category of significant other was family members. Parental report of their offspring's significant other was inaccurate and age-related. The younger the child, the less the parent was aware who was perceived by the child as significant. Study findings indicate that the theoretical assumptions held for decades as to who constitutes the significant others of young children may not be accurate. (Author/RH)

ED 322 718 FL 018 674

Oscarson, Mats
Komvux-Proven i Engelska VT 1989: Jamforelser mellan Komvux och Gymnasieskolan i Fraga om Provresultat och Betyg. Rapport nr 1990:06. (National Standardized Tests in English in Adult Education 1989: Comparison between Adult and Upper Secondary Students Test Results and School Leaving Grades. Report No. 1990:06).
Goteborg Univ., Molndal (Sweden). Inst. of Education.
PUB DATE- May 90

NOTE- 59p.
LANGUAGE- Swedish
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Students; Comparative Analysis; *English (Second Language); Essays; Foreign Countries; *High School Students; Interrater Reliability; Language Proficiency; *Language Tests; Secondary Education; Sex Differences; *Standardized Tests; *Test Results
IDENTIFIERS- *Sweden
This report describes the results of adult education students and upper secondary school students on two recently introduced standardized English tests in Sweden. Comparisons of the results are made between these two categories of students because they are entitled to compete, on an equal basis, for admission into restricted intake programs of study at Swedish universities and other institutions of higher learning. Test results indicated no substantial differences in proficiency between the groups of students compared. There was, however, a slight but statistically insignificant tendency of the secondary school students to do better than the adults. Analysis of results by sex showed that female students achieved higher total scores than male students on one test, but lower on the other. Females scored higher on essay portions of the test, whereas males tended to score higher on non-essay portions of the test. School leaving grades were higher for female students. A brief summary is provided of the outcome of a study determining the intra- and inter-rater reliability of the essay scores. (VWL)

ED 322 747 FL 018 755

Conklin, Nancy Faires; And Others
Language Development: A Base for Educational Policy Planning. A Policy Issues Paper. Program Report.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 90

NOTE- 40p.
CONTRACT- 400-86-00006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; Bilingual Education; *Bilingualism; Child Language; *Educational Policy; Elementary Secondary Education; English (Second Language); High Risk Students; *Language Acquisition; Language Research; *Language Role; *Policy Formation; Theory Practice Relationship
A review of recent research in child language development examines how this research can be used to inform policy that will enhance the capabilities of English-speaking and non-English-speaking children to develop strong language skills and promote the success of at-risk children. Focus is on the research most applicable to policy planning. First, a brief overview of American policy on language in education and the issues and attitudes clouding discussion of English-only and bilingual approaches is provided. Two longer sections make up the body of the discussion. One section addresses knowledge of the child's first-language development, and the other section looks at knowledge of child language development in bilingual settings. Educational implications of each are offered. A concluding section identifies other educational policy issues that are profoundly influenced by policy on language. A 38-item selected bibliography is included. (MSE)

ED 322 762 FL 018 773

Dooley, Robert A., Ed.; Bickford, J. Albert, Ed.
Work Papers of the Summer Institute of Linguistics 1989, University of North Dakota Session, Volume 33.
Summer Inst. of Linguistics, Grand Forks, N. Dak.
PUB DATE- 89
NOTE- 184p.; For individual papers, see FL 018 774-780. Some papers may not reproduce clearly.
AVAILABLE FROM- SIL-UND Work Papers, c/o International Linguistic Center-Bookstore, 7500 West Camp Wisdom Rd., Dallas, TX.

LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Foreign Countries; Greek; *Language Patterns; Language Research; *Language Variation; Linguistic Theory; Morphology (Languages); Research Methodology; Sign Language; *Structural Analysis (Linguistics); Tone Languages; Uncommonly Taught Languages; Verbs; Vocabulary
IDENTIFIERS- Greek (Koine); Huastec; Mbya Guarani; Mexico; Nahuatl; Parsing; Referents (Linguistics); Reflexives; Relative Clauses
The volume represents in microcosm the sort of faculty-trainee-student interaction that is a priority at the Summer Institute of Linguistics (SIL) at the University of North Dakota. Seven studies by faculty and students of SIL include the following: "Lexical Variation in Mexican Sign Language" (J. Albert Bickford); "Reflexives in Veracruz Huastec" (Peter G. Constable); "A Typology of Koine Relative Clauses" (Martin M. Culy); "Switch Reference in Mbya Guarani: A Fair-Weather Phenomenon" (Robert A. Dooley); "The Nahuatl Verb 'maka': A Cognitive Grammar Analysis" (David Tuggy); "Tonal Instability: Tone as Part of the Feature Geometry" (Stephen P. Walker); and "A Morphological Parser for Linguistic Exploration" (David Weber). (MSE)

ED 322 778 FL 018 794

Bottari, Piero
On the Notion of the Idiomatic Preposition: A Case Study from Italian.
PUB DATE- 89
NOTE- 37p.; In: York Papers in Linguistics 14; see FL 018 786.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Grammar; *Idioms; *Italian; Language Patterns; Language Research; Linguistic Theory; *Phrase Structure; *Prepositions

Idiomatic or complex prepositions, phrases that perform the same functions as simple prepositions, are examined in Italian. The analysis is of only one subgroup of idiomatic prepositional phrases, preposition + noun, and looks for classification criteria of theoretical rather than descriptive value. It is concluded that the idiosyncratic behavior of these constructions with respect to the binding theory suggests a categorical modification corresponding to the suppression of the functional and lexical properties of the nominal head. While this conclusion is neither explanatory nor exhaustive, it appears to fix some important points for the empirical and formal identification of these idiomatic constructions and can be seen as a methodological step toward a theoretical definition of idiomaticity itself. (MSE)

ED 322 825 HE 023 754

Medical Licensing by Endorsement. Requirements Differ for Graduates of Foreign and U.S. Medical Schools. Report to Congressional Committees.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO-HRD-90-120
PUB DATE- May 90
NOTE- 32p.

AVAILABLE FROM- U.S. General Accounting Office, P. O. Box 6015, Gaithersburg, MD 20877 (first 5 copies free, additional copies $2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Certification; Comparative Analysis; *Discriminatory Legislation; *Foreign Medical Graduates; Government Publications; Higher Education; Licensing Examinations (Professions); *Physicians; State Licensing Boards; *State Standards
IDENTIFIERS- *Licensing Programs

The report examines issues concerning graduates of foreign medical schools applying for endorsement licensure and the question of whether they are subject to dissimilar and unfair requirements compared with those for graduates of U.S. medical schools. The investigation's objectives were to: (1) identify any differences between the states' endorsement requirements for graduates of foreign medical schools and for graduates of U.S. medical schools; and (2) determine the reasons for and merits of any differences. The investigation revealed that the states had no uniform standards or requirements to determine competence and that most states had different endorsement requirements for graduates of foreign and U.S. medical schools. The American Medical Association, the Federation of State Medical Boards, and directors of state medical licensing boards were found to disagree with organizations representing foreign school graduates on the merits of different requirements related to documentation of educational background. Despite the differences of opinion, it was agreed by all concerned that different examination requirements for foreign medical school graduates have no merit and that it would be desirable to have a clearinghouse to maintain and verify records to help eliminate states' duplicative verification efforts and streamline the licensing process. (GLR)

ED 322 869 HE 023 825

Kole, James P.
The Development of an Orientation Manual for Nova University Programs for Higher Education Regional Cluster Students.
PUB DATE- Feb 87
NOTE- 112p.; Ed.D. Practicum, Nova University. Parts of the appendixes may not reproduce well due to small, filled print.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Doctoral Programs; Higher Education; *Needs Assessment; *Orientation Materials; *School Orientation; Student Adjustment; *Teacher Educator Education
IDENTIFIERS- *Nova University FL
This study surveyed the regional cluster doctoral students in Nova University's Programs for Higher Education to determine their orientation needs and then developed a comprehensive orientation manual. Needs assessment survey forms were received from 24 regional cluster students (out of 29 survey forms sent) as well as 9 South Florida local cluster students (out of 16 forms sent). Related literature on traditional and non-traditional orientation programming in higher education was reviewed. Results indicated that the majority of regional cluster students wanted to be furnished with an orientation manual. Regional cluster students felt that there was not enough regular and timely communication among the program administrators, cluster coordinator, Nova faculty, research associate, and new students. Recommendations included: increase communication, provide "tips for success" in achieving the doctoral degree, include examples of practicum proposals and practicums in the orientation manual, and provide ongoing orientation via conference calls when appropriate. Results of the local cluster orientation survey were not conclusive due to the low response rate. Appendices contain survey forms, cover letters, checklists, and procedures. Includes 12 references. (JDD)

ED 322 704 EC 231 898

Quality Assurance Resources: Instruments, Organizations and Publications.
Association for Retarded Citizens, Arlington, TX.
PUB DATE- Oct 89
NOTE- 21p.; Prepared by the Program Services for Children and Adults Committee.
AVAILABLE FROM- Association for Retarded Citizens, 2501 Avenue J., P. O. Box 6109, Arlington, TX 76005 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Delivery Systems; Evaluation Methods; *Mental Retardation; Organizations (Groups); *Program Evaluation; *Quality Control; Standards
IDENTIFIERS- *Association for Retarded Citizens

The directory contains a list and description of 20 quality assurance instruments, 5 organizations, and 10 publications to aid in monitoring service delivery systems for people with mental retardation. A position statement by the Association for Retarded Citizens on the multiple dimensions of quality assessment precedes the list. It stresses important assessment components including asking mentally retarded individuals about their preferences, determining levels of satisfaction from family and friends, applying measures of outcomes, and determining relevance and functionality of goals and objectives within individual plans. Information for each listing includes, where possible, a description, cost information, name of a contact person, address, and telephone number. (DB)

ED 322 733 FL 018 738

Turcotte, Roselyne; And Others
Vers une terminologie des arts infographiques (Toward a Terminology of Computer Graphic Arts).
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
REPORT NO.- CIRB-K-13; ISBN-2-89219-211-0
PUB DATE- 90
NOTE- 73p.; Drawing on p.41 will reproduce poorly.
LANGUAGE- French
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Graphics; Dictionaries; Foreign Countries; *French; Glossaries; *Jargon; *Vocabulary
IDENTIFIERS- Canada
The terminological situation of computer graphic arts in French is addressed. This report consists of an outline of the current relationship of the visual arts and computer science, the report of a feasibility study for a dictionary to be used as a potential bilingual reference tool, a bibliography of over 200 related resources, and related appended materials. The study is described, with special attention given to the nature of the terminology, and the typology proposed for its organization. Proposals for short-, medium-, and long-term action are offered. Appended materials include: a reproduced computer-generated graphic; a list of the areas in which computer graphics can be applied; a list of 783 terms constructed form the French-language technical and arts literature; a list of synonyms, abbreviations, and variants; information on the organization of terminology in the plastic arts; a list of terms in the plastic arts; English terminology drawn from computer graphics programs in English; a sample simulated computer graphics vocabulary; a list of resource organizations; a brief article on development of a computer graphics terminology; a list of institutions in Canada, with addresses, where computer arts are taught; and a list of related conferences, workshops, and events. (MSE)

ED 322 809 HE 023 626

Retention and Attrition of Declared Freshman (Discussion Item).
Indiana State Commission for Higher Education, Indianapolis.
PUB DATE- 10 Mar 89
NOTE- 17p.; For related documents, see ED 319 431, HE 023 625, and HE 023 628.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Persistence; College Freshmen; College Students; *Dropouts; Educational Attainment; Full Time Students; Higher Education; Longitudinal Studies; Part Time Students; *Postsecondary Education; *School Holding Power; State Colleges; State Universities; *Student Attrition; Trend Analysis
IDENTIFIERS- *Indiana; Indiana Commission for Higher Education

The study reported in this document tracked a cohort of Indiana freshmen (about 47,000) with reported majors and categorized them as associate and baccalaureate, resident and nonresident, and part-time and full-time students. The objective to determine how these students fared in the course of the 4 years examined (fiscal years 1985-88). Included in the findings for associate students were: 26 percent of associate students were full-time and only 12 percent had dropped out, half the part-time associates dropped out, and cumulative grade-point averages for part-time students were slightly higher than for full-time students. Findings for baccalaureate students included the facts that 61 percent were full-time, of whom only 8 percent dropped out, while nearly 40 percent of the part-time students dropped out. About half of the students in the study were still in school at the study's completion; thus it was determined that it was too early to make a final assessment or this class. (GLR)

ED 322 854 HE 023 798

Retention and Attrition at Empire State College. A Working Paper on the State of the Art.
State Univ. of New York, Saratoga Springs. Empire State Coll.
PUB DATE- 82
NOTE- 89p.
AVAILABLE FROM- Office of Research and Evaluation, One Union Avenue, Empire State College, Saratoga Springs, NY 12866 (single copy $9.95; quantity price $7.96).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *College Students; *Dropout Prevention; Dropout Research; Higher Education; Participant Characteristics; *Program Development; *Student Attrition; Withdrawal (Education)
IDENTIFIERS- *State University of New York Empire State Coll
This position paper was written to answer a series of basic questions frequently asked about attrition and retention at Empire State College (ESC), New York. The questions addressed in the report are: (1) What is the attrition rate at ESC? (2) How does ESC's attrition rate compare to other colleges? (3) Who are the leavers? (4) When does attrition occur and why does it occur? (5) What are the costs of attrition? (6) What can ESC do about attrition? The paper attempts to answer these questions by mapping out student flow from the time of initial inquiry to the student's exit from the college. Twelve recommendations are outlined that are designed to form the basis of a college-wide, center-based retention program. They include: improve faculty-student interaction, improve peer interactions, be responsive to student complaints and expressed needs, present a meaningful and accurate picture of the institution, establish an early warning system, establish a recovery program at the Center level, initiate adult services and resource supports, and improve the quality of financial aid advising. Includes 51 references. (GLR).

ED 322 884 IR 014 583

Blumler, Jay G.

The Role of Public Policy in the New Television Marketplace.
Benton Foundation, Washington, DC.
PUB DATE- 89
NOTE- 52p.; Project on Communications & Information Policy Options. For related papers, see IR 014 584-585.
AVAILABLE FROM- Policy Options Project, Benton Foundation, 1776 K Street, NW, Washington, DC 20006 ($6.50 for individual paper, boxed set of 8 papers, $33.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audiences; Federal Regulation; *Programing (Broadcast); *Public Policy; *Television

This paper, the first in a series exploring future options for public policy in the communications and information arenas, argues that there is a continuing role for public policy in the electronic media marketplace. It contends that the role of television in our society is too important for it to be regarded as just another business, and the goals for public policy for television stand in urgent need of a comprehensive restatement in terms suited to modern conditions. It is recommended that these goals include: (1) universality of provision (citizens must not be deprived of an essential service due to their location or inability to pay); (2) meaningful choice (communication overload demands that viewers think critically about the programming they choose); (3) plurality/diversity of programming; (4) full and fair access to communication systems; (5) nurturance of impulses of producer creativity, originality, and innovation (profits must not be allowed to press creative efforts into narrow molds); (6) independence of program makers from government and/or advertiser interference; (7) support for communication beyond financial gain; and (8) respect for the audience. A policy rationale is presented that flows from these goals and includes decisions to be taken about the role of the commercial networks cable, public television, and the Federal Communications Commission, as well as a strategy for redressing imbalances across different types of programming. A list of the titles in this series is included. (4 references) (DB)

ED 322 899 IR 014 664

Chow, Stanley M. L.; And Others
A Study of Distance Learning Technology in Utah: A Statewide Overview.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
PUB DATE- Jun 89
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Communications Satellites; Computer Assisted Instruction; *Distance Education; Educational Administration; *Educational Technology; Educational Television; Elementary Secondary Education; Facility Inventory; *Needs Assessment; Staff Development; State Departments of Education; State Surveys; Statewide Planning
IDENTIFIERS- *Utah
This report was commissioned by the Utah State Office of Education (USOE) to provide USOE with information about the potential applications of distance learning technology in schools. The study includes: (1) a statewide assessment of instructional, staff development, and administrative needs which may be met by distance learning technology; and (2) a district by district inventory of technology equipment currently available for distance learning purposes. Data were collected at seven regional focus group meetings. A full day was devoted to an overview of distance learning technology and presentations on four specific distance learning applications (the audiographic, the simplex television, the duplex television, and the satellite systems) as well as structured discussions with over 300 teachers, principals, administrators, board members, and parents. Survey responses of all 40 school districts in the state of Utan yielded actual counts of various kinds of technology equipment existing in schools around the state, as well as the number of schools with satellite reception and video transmission capacity. Findings of the study indicate that science, math, and foreign languages at the elementary school level and advanced placement courses at the secondary school level would benefit most from distance learning applications. Costs for initial capital outlay, staff training, and ongoing operating and maintenance expenses were identified as major obstacles to implementing distance learning technology. The appendices include all survey response data, as well as copies of the discussion guide, technology inventory forms, and evaluation forms used in the study. (Author/DB)

ED 322 914 IR 053 231

Wardell, David
Education--An Annotated Bibliography of Current Issues, January-March 1990.
PUB DATE- 90
NOTE- 140p.; For the July-September 1989 bibliography, see ED 319 406.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Comparative Education; *Current Events; *Educational Practices; *Educational Trends; Elementary Secondary Education; Ethnic Groups; Foreign Countries; Higher Education; *International Studies; National Programs; Student Exchange Programs
IDENTIFIERS- *Japan; United States
This annotated bibliography lists articles about educational issues that were published in Japanese periodicals from January through March 1990. The vast majority of articles are taken from the "Japan Times," "Daily Yomiuri," "Mainichi Daily," and "Asahi Evening." However, articles are also taken from "USA Today," "Time," "Newsweek," "Asian Wall Street Journal," "Far Eastern Economic Review," and "International Herald Tribune." The entries are arranged in alphabetical sections by article title or author name. The majority focus on events, trends and developments relating to educational programs, schools, and students in Japan. Articles about the United States, China, Great Britain, and other nations tend to deal with issues relating to Japan, Japanese students, ethnic populations in these countries, comparisons of educational systems, and areas in these countries with high Japanese populations. Following the alphabetical entries are articles beginning with numbers. An index listing titles and subjects is provided. (SD)

ED 322 928 IR 053 276

Buckley, Jonathan; And Others
Question Negotiation at Orem Public Library.
PUB DATE- 9 Apr 90
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrative Policy; *Communication Skills; Evaluation Criteria; *Job Performance; Organizational Objectives; *Personnel Evaluation; *Public Libraries; *Reference Services; Referral; Retraining; User Needs (Information); *User Satisfaction (Information)
IDENTIFIERS- Orem Public Library UT; *Query Negotiation (Library Science); Unobtrusive Measures
The purpose of this unobtrusive study of reference services at Orem (Utah) Public Library was to determine the extent to which reference questions were negotiated, the appropriateness of the verbal and nonverbal communication skills used, and the extent of influence those skills and levels of negotiation had on the accuracy of the answer given. Proxy library users conducted a total of 60 reference transactions within a 2-week period using assigned negotiation questions, each with three levels that the librarians had to negotiate in order to get to the real information need. Analysis of the data showed that 53.3% of the negotiation transactions were negotiated to the real information need, and of those that were fully negotiated, 78.1% received the correct answer. Nonverbal skills were used over 90% of the time, but were not serious indicators of the correct answers. All verbal skills were better indicators of receiving the correct answer, the best indicators being the use of appropriate open questions and the use of follow-up. (14 references) (Author/SD)

ED 323 008 PS 019 012

Ranck, Edna Runnels
The Many Roles of Women in Early Childhood Education: From J. A. Comenius to Family Day Caregiver.
PUB DATE- Aug 90
NOTE- 20p.; Paper presented at the International Standing Committee for the History of Education (12th, Prague, Czechoslovakia, August 23-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Rearing; Early Childhood Education; Educational History; Employed Women; *Family Day Care; *Females; Guidelines; Individual Characteristics; *Mothers; Parent Child Relationship; *Parent Role; Sex Fairness; *Social Bias
Myths related to four questions regarding women's roles in early childhood education and society are described, and underlying assumptions for each question are examined. It is argued that each of the myths has served to restrict, deprive, neglect, or distort the development of women and their relationships. Recommendations for overcoming each myth are offered. The questions are: (1) What are the fundamental and universal characteristics of persons responsible for rearing and educating young children? (2) Why have women's roles in early education and society as a whole been linked so closely and for so long to the biology and sociology of the home? (3) How can the roles of men and women in the development of the field of early childhood education be understood as complementary rather than as an adversarial dichotomy? (4) Is today's family day care home a continuation of Comenius' 17th century school of infancy, or is it a new and different thing? These questions address, respectively, myths of equality by association, logical extension, the false dichotomy, and the "rose by any other name." It is concluded that the field of family day care offers women a radical role in personal and professional development. A selected bibliography with 8 items supplements a reference list with 41 items. (RH)

ED 323 062 RC 017 716

McNamara, Kevin T.; Kriesel, Warren
The Impact of Community Attributes on In-Migration of Elderly Persons.
PUB DATE- May 90
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Characteristics; Influences; Least Squares Statistics; Middle Aged Adults; Models; Older Adults; Quality of Life; *Relocation; Retirement; *Urban to Rural Migration
IDENTIFIERS- *Counties; Georgia; *Retired Persons
The economic benefit that communities derive from in-migration of retired persons has been well recognized in rural development literature. This paper examines the impact of Georgia county attributes on net migration by persons 55 years old and older from 1975 to 1980. Data were obtained from the 1982 County-City Data Book, the U.S. Census Migration Estimates for States and Counties, the Georgia Department of Industry and Trade, and the Georgia Atlas. An empirical model was used to test the independent variables: population, population density, racial homogeneity (percent white), distance to a metropolitan area, crime rate, per capita income, local property tax rate, elevation, and acres of surface water. The linear model was estimated by ordinary least squares. In-migration was positively related to population density, percent white, and acres of surface water, and negatively related to population and distance from a metropolitan area. This paper contains 26 references. (SV)

ED 322 690 EC 231 882

Tiegerman, Elienmorris; Fraser, Diane Lynch

Language Services for Severely Impaired Preschoolers: Addressing Some Assumptions Related to Individual Therapy versus Social Integration in Groups.

PUB DATE- 89
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Delayed Speech; Group Behavior; *Interaction Process Analysis; *Interpersonal Communication; *Interpersonal Competence; *Language Handicaps; Preschool Education; *Social Development

This paper reports on a pilot study designed to investigate how regulating group size or social density, in the form of peer-dyad intervention, may contribute to peer interaction in children who have severe language disorders. Subjects were five males and one female ranging in age from 42-48 months all of whom had a severe developmental delay in all areas of language acquisition as well as a lack of social-pragmatic behaviors. Subjects were paired in three dyads and observed over a 6-month period in both their dyads and whole group for the frequency of several categories of nonverbal interactional behavior including initiating, imitative, and reciprocal behaviors. Of the 480 minutes of observation data, subjects engaged in non-interactional behavior for a total of 307 minutes. A total of 1,160 events of interactional behavior were observed. Of that, 322 events occurred in the whole group context and 838 in the peer-dyad context. The frequency of interactional behavior over the eight observation periods followed a complementary pattern, increasing and decreasing in frequency in a reciprocal fashion. Results support the value of the peer-dyad for the development of interactional behavior for the language impaired child. Contains 23 references. (DB)

ED 322 779 FL 018 795

Coates, Richard
A Solution to the 'Must Of' Problem.
PUB DATE- 89
NOTE- 10p.; In: York Papers in Linguistics 14; see FL 018 786.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Language; Grammar; *Language Acquisition; *Language Patterns; Language Research; Linguistic Theory; *Phrase Structure; Prepositions; Structural Analysis (Linguistics); *Verbs
IDENTIFIERS- *Modals (Verbs)
It is possible to construct a case for the child's interpretation of "of" in "must of been" as the preposition "of" in the process of language acquisition. Assuming the familiar concept that linguists should construct the simplest analysis compatible with a phenomenon, it is suggested that some children construct a simplest analysis of such utterances as inevitably containing "of," using a grammar allowing such a structure. Evidence supporting such a structure comes from such constructions as the infinitive, where the word "to," a word with certain unambiguously prepositional functions, occurs ("to do"). If the learner eventually acquires standard English and demonstrates this by writing "must have been," he has replaced this earlier grammatical guesswork with a structure more normally and traditionally considered appropriate for the mature standard dialect. (MSE)

ED 322 794 FL 800 208

Family English Literacy Network Program. Curriculum Guide.
Florida International Univ., Miami. Coll. of Education.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 89
NOTE- 247p.
CONTRACT- G008635268
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Competency Based Education; Curriculum Guides; *Daily Living Skills; *English (Second Language); *Family Programs; Functional Literacy; Instructional Materials; *Lesson Plans; Limited English Speaking; *Literacy Education; Minimum Competencies; Second Language Instruction
IDENTIFIERS- Family English Literacy Network; Florida International University

This curriculum guide, developed for the Family English Literacy Network Program, contains a competency-based lesson plans for four levels of instruction. The competencies in the curriculum represent the objectives of each lesson. The charts that are provided are arranged by broad category, lesson plan number, and sub-topic. The curriculum also cites instructional materials used in the lesson plans as well as supplementary materials. The broad categories include personal identification and communication, money and banking, food and shopping, clothing, housing, health, transportation, and employment. A unit on civics/U.S. Government is added at the fourth level. (GLR)

ED 322 840 HE 023 782

Micou, Ann M.
U.S. Foundation Funding for Change in South Africa: An Update. South African Information Exchange Working Paper Number 10.
Institute of International Education, New York, N.Y.
PUB DATE- Apr 90
NOTE- 23p.; For a related document, see HE 023 781.
AVAILABLE FROM- Institute of International Education, 809 United Nations Plaza, New York, NY 10017-3580.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Colleges; *Educational Cooperation; Financial Support; Foreign Countries; Higher Education; Information Dissemination; *Institutional Cooperation; International Relations; Philanthropic Foundations; Student Exchange Programs; Universities
IDENTIFIERS- *South Africa; *United States
The South African Information Exchange (SAIE) has published an update of 35 existing organizations who are engaged in funding initiatives for specific areas of South African and United States educational exchange programs. One list is alphabetical by such program categories as: academic exchange, academic support, adult education, advocacy, agriculture, alternative education, bridging education, bursaries (internal), business development, church leadership development, community development, conflict resolution, curriculum development, detainee assistance, distance education, emergency relief, employment, English as a Second Language, faculty fellowships, family planning, health, housing, human rights, leadership development, legal education/representation, literacy, management, materials development, numeracy, nutrition, outreach programs, political action, publications, race relations, refugee education/assistance research, rural education, scholarships (external), secondary schools, and technical/vocational training. The second list provides name, address, phone number, contact person, and other comments of the institutions responding to the survey. (GLR)

ED 322 941 JC 900 401

Warford, Larry J.
A Study of Customized Contract Training Programs at Selected Community Colleges.
PUB DATE- Mar 89
NOTE- 202p.; Ph.D. Dissertation, University of Oregon.
AVAILABLE FROM- University Microfilm International, 300 N. Zeeb Rd., Ann Arbor, MI 48106 (Order No. 89-18957).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *College Role; Community Colleges; Curriculum Development; Delphi Technique; Educational Finance; Education Work Relationship; Enrollment Trends; *Job Training; Mission Statements; Program Development; Questionnaires; *School Business Relationship; School Community Relationship; Two Year Colleges; Vocational Education
IDENTIFIERS- *Contract Training Programs
In 1987, a study was conducted to assess the status of customized contract training programs in 16 League for Innovation community college districts and to examine the issues surrounding the establishment of these programs. An initial survey requested information on the current status of contract training programs. A subsequent survey, employing the Delphi technique, was undertaken to assess the opinions of persons in the selected colleges who would likely influence the development of contract training programs in their colleges. Forty-seven of 50 chief executive officers, chief academic officers, and program administrators responded to 3 rounds of questionnaires containing 30 statements drawn from the literature and judged to be key issues. Findings of the study indicated that: (1) contract training programs increased dramatically over the past decade with enrollments increasing from less than 5,000 in 1980 to nearly 68,000 at the time of the survey; (2) contract training programs were a significant link between the colleges and industry; (3) the majority of the institutions did not profit financially from the programs; however, panelists for the Delphi study believed that the programs helped fulfill the mission of the college; and (4) ideally, contract training programs are developed cooperatively by the college and the client firm. Appendixes include the preliminary and Delphi survey instruments, a list of study participants, and tables summarizing the responses of the three groups surveyed to each of the 30 survey statements. (Author/JMC)

ED 322 954 JC 900 444

Calderon, Vivian
Fall 1988 S.I.Q. (Student Information Questionnaire): A Survey of Student Attitudes and Characteristics.
City Coll. of San Francisco, Calif.
PUB DATE- 88
NOTE- 378p.; For a related document, see ED 314 118.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Ancillary School Services; *Community Colleges; *Day Students; Educational Attainment; Ethnic Groups; *Evening Students; Longitudinal Studies; Multicampus Districts; *Sex Differences; *Student Characteristics; *Student Educational Objectives; Student Interests; Tables (Data); Trend Analysis; Two Year Colleges; *Two Year College Students

The Student Information Questionnaire (SIQ) has been administered at the City College of San Francisco (CCSF) every two years since 1976. This report presents SIQ results for fall 1988 and includes a longitudinal analysis of SIQ data for the previous 12 years. Following a brief historical review of the use and development of the instrument, section I analyzes trends in students' sex, age, ethnicity, educational attainment at U.S. schools, foreign education, educational goal, semester completion difficulties, current occupation, and reasons for choosing CCSF. Section II presents detailed tables of results for the 1988 SIQ, based on responses from 16,316 students. After addressing various methodological issues, this section breaks down student responses to 36 questionnaire items by sex, age, ethnicity, and day/evening attendance. Reported findings include the following: (1) among day students, the goal of transfer to a four-year college was the primary reason for attending CCSF among both men (64.6%) and women (60.3%); (2) more evening students than day students were likely to indicate that they received no foreign education; and (3) among day students, more women (11.3%) than men (10.6%) anticipated difficulty with reading/writing skills. The final section of the report contains complete data tables for sex, age groups, ethnic groups, educational goals, and declared day or evening division, with data grouped for day respondents, evening respondents, and total respondents. A copy of the SIQ is included. (JMC)

ED 322 967 JC 900 462

Eisenberg, Diane U.; And Others
Improving Humanities Studies at Community, Technical, and Junior Colleges.
American Association of Community and Junior Colleges, Washington, D.C.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
REPORT NO.- ISBN-0-87117-212-7
PUB DATE- 90
NOTE- 87p.
AVAILABLE FROM- American Association of Community and Junior Colleges, One Dupont Circle, N.W., Suite 410, Washington, DC 20036-1176.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Conferences; Curriculum Development; *Demonstration Programs; Faculty Development; *Humanities; *Humanities Instruction; Instructional Improvement; Intercollegiate Cooperation; Mentors; Program Descriptions; *Program Development; *Two Year Colleges; Workshops
In March 1989, the American Association of Community and Junior Colleges (AACJC) began a year-long project to strengthen the humanities offerings in two-year institutions. Directors from eight select humanities programs which had received National Endowment for the Humanities (NEH) Higher Education in the Humanities grants were called upon to share their acquired expertise and experience with representatives from the humanities departments of 24 community colleges from across the nation. Selected by a committee of AACJC and NEH officials from among 100 applicants, the 24 participating colleges spent 3 days at a conference in Washington, D.C. that included plenary sessions, model project presentations, and mentor/team meetings with the eight selected directors. At the conclusion of the conference, each of the 24 teams had produced a written plan of action for their college to pursue over the months that followed. This project report includes brief profiles on the efforts and accomplishments of the eight selected college

humanities departments and provides highlight reports from the 24 participating community colleges on the progress in humanities development they have achieved since the conference. Three appendices include addresses of all participating colleges and conference principals, a national map showing distribution of the colleges, and the AACJC policy statement regarding the study of humanities. (GFW)

ED 322 980 JC 900 483

Oliver, Sandra L.
Making the Vision a Reality. Project Cooperation Demonstration Site Model: Assessment of Student Learning and Development from Entry through Exit and Transfer to Four Year Colleges.
Midlands Technical Coll., Columbia, SC.
SPONS. AGENCY- American Association of Community and Junior Colleges, Washington, D.C.; Kellogg Foundation, Battle Creek, Mich.; South Carolina Commission on Higher Education, Columbia.
PUB DATE- 90
NOTE- 23p.; For related documents, see JC 900 429, JC 900 484, and ED 321 825.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; College Planning; *Community Colleges; *Educational Assessment; Educational Development; *Educational Planning; Evaluation Methods; Institutional Mission; Organizational Effectiveness; *Outcomes of Education; Pretests Posttests; Program Effectiveness; Two Year Colleges
IDENTIFIERS- *Project Cooperation
This report describes the process undertaken at Midland Technical College (MTC) for developing and implementing an institutional effectiveness assessment project using student outcomes measures as an integral part of the assessment methodology. First, the report presents the background to the project, reviewing MTC's involvement as a model demonstration site in Project Cooperation, a joint assessment training effort of three educational organizations. Then, the report describes the process undertaken to develop a series of research topics that would generate data to assess the institution's effectiveness, including college wide discussions and the formation of an institutional effectiveness unit at the college. This section describes the four phase testing strategy using American College Testing instruments to assess value added cognitive growth among students. The next section discusses factors critical to the success of the project as identified by the project planning team, including communicating project goals and expected results to target constituencies and relating the assessment project to the college's mission. Elements described as critical to successful project implementation include involvement of faculty and staff in all phases of the project plan, and the motivation and understanding of students. (GFW)

ED 323 022 PS 019 028

Flora, June A.
Strategies for Enhancing Adolescents' Health through Music Media. A Commentary on "Popular Music in Early Adolescence" by Peter G. Christensen and Donald F. Roberts.
Carnegie Council on Adolescent Development, Washington, DC.
PUB DATE- Feb 90
NOTE- 30p.; Part of a series of working papers prepared for the U.S. Congress Office of Technology Assessment's Adolescent Health Project. For other papers in this series, see PS 019 023-029 and ED 302 619.
AVAILABLE FROM- Carnegie Council on Adolescent Development, 2400 N Street, NW, 6th Floor, Washington, DC 20037-1153 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adolescents; *Attitude Change; *Child Health; Cooperation; Curriculum Development; Evaluation Methods; Guidelines; *Health Promotion; *Mass Media Use; *Music; Radio; Research Needs; *Social Action
IDENTIFIERS- *Strategy Choice
The primary purpose of this paper is to describe strategies for enhancing the health behavior of adolescents and their families through increasing the healthfulness of the media environment, particularly radio or the music industry. A second goal is to briefly describe research that would enhance understanding of the healthfulness of the media environment and its potential influences on adolescent behavior. Several influence strategies for improving the healthfulness of media effects on adolescent behavior are grouped according to target. Targets include individual, group, institution, and community. Discussion explores: (1) the process of influencing adolescents directly through health campaigns; (2) saturation of the media; (3) the tailoring of messages; (4) supplementation of media messages; (5) application of theory and use of formative research in campaigns; (6) specification of behavior change objectives; (7) application of theory; (8) formative research; (9) program evaluation; (10) the process of influencing adolescent health indirectl (11) exchange among media, health, and development professionals; (12) the process of influencing media and educational institutions; (13) cooperative consultation; (14) media advocacy; (15) curricula change in

training institutions; (16) the process of influencing society to support adolescent health; (17) and implications for research. A total of 42 references are cited. (RH)

ED 323 036 PS 019 055

Gannett, Ellen
City Initiatives in School-Age Child Care. SACC Action Research Paper No. 1. School-Age Child Project.
Wellesley Coll., Mass. Center for Research on Women.
PUB DATE- Feb 90
NOTE- 23p.
AVAILABLE FROM- Center for Research on Women, Wellesley College, Wellesley, MA 02181 ($3.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Coordination; *Demonstration Programs; Elementary Education; Financial Support; Low Income Groups; Models; Objectives; Program Administration; Program Descriptions; Program Design; Program Effectiveness; Program Improvement; Public Schools; *School Age Day Care; School Role
IDENTIFIERS- *Program Characteristics; *Program Replication; Staffing Patterns
Features contributing to the success of six city-wide, comprehensive school-age program models are highlighted. Models are Seattle, Washington's Community Partnerships for School-Age Child Care; Madison, Wisconsin's School-Age Child Care Project; Irvine, California's Irvine Child Care Project; Houston, Texas' After-School Partnership; Los Angeles, California's LA's BEST: Better Educated Students for Tomorrow; and Baltimore, Maryland's School-Age Child Care in the City of Baltimore. Section I presents reasons for city-level involvement in school-age child care. Replicable features of the models are discussed in Section II, including: (1) adoption of a "broker" management and coordination model; (2) hiring of at least one individual to match expertise and resources with needs; (3) government funding matched with private sector donations; (4) multiple agency involvement; (5) public shool involvement; (6) quality enhancement; and (7) funding for low-income families. Section III presents detailed descriptions of each model by describing its goals, administrative structure, program design, and financing. (RH)

ED 323 049 RC 017 696

Odasz, Frank B., Comp.
Big Sky Telegraph: Telecommunications Guide to Community Action.
PUB DATE- 90
NOTE- 152p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Collected Works - General (020)
DESCRIPTORS- Access to Information; Community Development; *Computer Networks; Distance Education; Elementary Secondary Education; Higher Education; Information Sources; Information Systems; *Online Systems; *Rural Development; *Rural Education; *Telecommunications
IDENTIFIERS- *Big Sky Telegraph; Montana; Western Montana College
This document contains a wide assortment of papers and promotional materials concerning the Big Sky Telegraph, a Montana-based telecommunications network serving rural economic development organizations. Funded by the US West Foundation and Western Montana College, Big Sky was created to stimulate grassroots innovation in rural education, community services, economic development, and telecommunications. According to the plan, educators and individuals in 104 communities received free training and modems to gain access to distant resources and explore new strategies for development. Among other things, the system was used to offer online college courses, to establish a network among state women's centers, and to teach communications skills to aspiring entrepreneurs. Separate papers discuss the implications of telecommunications for rural people. The following are some of the titles: "Economic Development in Rural Communities"; "Rural Health Networking"; "The Grassroots Potential of Electronic Democracy"; "The Transformative Vision of Dave Hughes"; "Highways of the Mind"; and "Grassroots Networking on Big Sky Telegraph: Empowering Montana's One-Room Rural Schools." Plans to expand Big Sky Telegraph, flyers describing its services, news articles, and a class packet describing how to begin an online class are also included. Five appendices include background information, evaluative research considerations, Western Montana College's economic development initiatives, a states' progress update, and a multistate proposal for one branch of the Big Sky Telegraph project. (TES)

ED 323 075 RC 017 733

Shotland, Jeffrey; Loonin, Deanne
Off to a Poor Start: Infant Health in Rural America.
Public Voice for Food and Health Policy, Washington, DC.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Oct 88
NOTE- 69p.
AVAILABLE FROM- Public Voice for Food and Health Policy, Suite 522, 1001 Connecticut Ave., N.W., Washington, DC 20036 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Birth Weight; Child Health; Data Interpretation; Federal Programs; *Health Needs; Health Services; *Infant Mortality; Infants; *Low Income Counties; *Population Trends; Poverty Areas; Retrenchment; Rural Areas; *Rural Population
IDENTIFIERS- Federal Budget; Health Delivery Systems; Infant Care; *Prenatal Care

This study analyses infant health data from the 332 poorest rural U.S. counties for the period 1975-1985. The study updates and expands a report released in 1986. The data show that, until 1980, rates of infant mortality and low birthweights (LBW) improved significantly, especially in rural areas. The trend toward better prenatal care in rural poor counties was reversed between 1980 and 1984, with poor rural blacks being hardest hit. Rural poor counties experienced a steady increase in LBW rates between 1980 and 1985, with the 1985 figure nearly 30% higher than the national LBW rate. The infant mortality rate of rural poor counties that year was nearly 33% higher than the national rate. Had national rates prevailed in those counties, 4,000 to 6,000 fewer infant deaths would have occurred between 1975 and 1985. Pregnant women in rural poor counties also were more likely to receive inadequate prenatal care than pregnant women in other areas. The early 1980s also marked a period of increasing poverty and declining access to maternal and child health care and food assistance. Major funding cuts hit virtually all public assistance for the rural poor. Hardest hit by Medicaid eligibility changes were the working poor, largely in rural areas. The document recommends establishment of a federal rural maternal and infant health care initiative targeting poverty areas. It also suggests increasing education and research efforts to develop more efficient infant health care delivery and nutrition programs. The document contains numerous tables and graphs and 40 references. (TES)

ED 322 763 FL 018 774

Bickford, J. Albert
Lexical Variation in Mexican Sign Language.
Summer Inst. of Linguistics, Grand Forks, N. Dak.
PUB DATE- 89
NOTE- 30p.; In: Work Papers of the Summer Institute of Linguistics 1989, University of North Dakota Session. Volume 33; see FL 018 773.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Deafness; Dialect Studies; Foreign Countries; *Language Patterns; Language Research; *Language Variation; Linguistic Theory; *Mutual Intelligibility; *Sign Language; Uncommonly Taught Languages; *Vocabulary
IDENTIFIERS- *Mexico
A study of dialectal variation in Mexican Sign Language (MSL), the primary language for a large segment of Mexico's deaf community, is presented. Signs used by nine different sources representing various locations, ages, and social groups are compared. The first section reviews a number of previous informal assessments of dialectal variation in MSL. The second section describes the study, in which individuals in five locations (two in Hermosillo, one in Cuernavaca, and two in Mexico City) were asked to provide signs for words from a list of 100. In addition, four published signing dictionaries were consulted. Identical, similar, and variant signs were then analyzed and compared with a similar analysis of the same 100 words with native English-speakers from the United States with different accents. Results are interpreted in the third section. It is concluded that the majority of the evidence suggests MSL is a single language, at least for the signers and dictionaries sampled. The moderate amount of dialectal variation is seen as not hindering effective communication. Further research on mutual intelligibility is recommended. The greatest variation appeared in the Monterrey dialect sample; explanations are offered. Implications of the findings for language planning are discussed. (MSE)

ED 322 994 PS 018 972

Provision for Pre-School Children.
Scottish Education Dept., Edinburgh.
PUB DATE- Jul 88
NOTE- 9p.
AVAILABLE FROM- Scottish Office Library, Official Publication Sales, Room 2/65 New St. Andrew's House, Edinburgh, Scotland EH1 3TG United Kingdom (1.00 Pound).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Collected Works - Serials (022)
DESCRIPTORS- Day Care; Early Childhood Education; *Enrollment; Foreign Countries; *Nursery Schools; *Preschool Children; *Preschool Education; *Public Education; *Tables (Data)
IDENTIFIERS- Playgroups; *Scotland

This bulletin gives information on the provision made for children aged 5 years or under in education authority nursery schools and departments in Scotland. Included are data on day nurseries, preschool playgroups, and childminding facilities provided by, or approved by, the local authorities. Tables 1-3 give details of nursery school provision in Scotland over the period 1979-80 to 1987-88. Tables 4-6 cover provision at the education authority and division level. Tables 7-10 give information on day care services. The report summarizes the main points brought out by the tables. Some additional data providing expected maximum numbers for 1987-88 are given in Annex A. Statistical notes are offered in Annex B. (RH)

ED 322 691 EC 231 883

A Proposal for the Unification of Vermont's Mental Retardation Service System.

Vermont State Dept. of Mental Health, Montpelier. Div. of Mental Retardation.
PUB DATE- Feb 90
NOTE- 47p.; Chart and graphs, pages 40-43, may not reproduce legibly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Programs; *Deinstitutionalization (of Disabled); *Delivery Systems; Incidence; *Mental Retardation; Normalization (Handicapped); Parent Attitudes; *Program Costs; Program Development; *State Programs; *Statewide Planning
IDENTIFIERS- *Vermont
This planning document proposes that services to Vermonters with mental retardation be unified around the community mental retardation service system, in order to provide community placements for residents of the Brandon Training School (BTS) who are under court order for discharge between 1989 and 1993. The Department of Mental Health plans to move BTS residents into community programs and build the capacity of the community system to respond to additional needs for services and support. In order to ensure that no one "falls through the cracks" and that the capacity of the system to respond to crises is maintained, the plan calls for a residual state presence to provide emergency services and necessary diagnosis and treatment services for those Vermonters not yet connected to appropriate community programs. The document contains information on trends in service delivery, the prevalence of mental retardation in the Vermont population, the plan's goals and implementation, fiscal projections for the phase-down of the BTS, Vermont's experience with deinstitutionalization, parental attitudes toward deinstitutionalization, and statistical data on costs and number of residents. A list of 24 related readings is included. (JDD)

ED 322 705 EC 231 899

Guidelines for the Delineation of Roles and Responsibilities for the Safe Delivery of Specialized Health Care in the Educational Setting.

American Federation of Teachers, Washington, D.C.; Council for Exceptional Children, Reston, Va.; National Association of School Nurses, Inc., Scarborough, ME.; National Education Association, Washington, D.C.

REPORT NO.- ISBN-0-86586-194-3
PUB DATE- 1 May 90
NOTE- 27p.
AVAILABLE FROM- Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($5.00, Stock No. R532).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Delivery Systems; Elementary Secondary Education; *Health Services; School Responsibility; *Special Health Problems; *Staff Role; *Standards; Teacher Responsibility; Teacher Role

These guidelines were developed by a joint task force of members and staff of four national associations, to be of assistance to persons concerned with the safe delivery of specialized health care in educational settings. The guidelines delineate the roles and responsibilities of personnel involved in the provision of specialized health care. They focus on commonly acceptable practice within the various involved professions and on appropriate actions to protect the safety of the students and minimize risks to schools and their employees. Following an overview of issues, a matrix of professional responsibilities for the delivery of special health care procedures is presented. The matrix lists 66 procedures, and delineates: the persons who are qualified to perform each of the procedures, the persons who should preferably perform the procedures, and the circumstances under which these persons would be deemed qualified. Personnel include registered nurse, licensed practical nurse, certified teaching personnel, related services personnel, and paraprofessionals. Procedures cover activities of daily living, catheterization, medical support systems, medications, respiratory assistance, ostomies, screenings, specimen collecting/testing, and development of protocols. A glossary and 42 references conclude the guidelines. (JDD)

ED 322 719 FL 018 696

Foreign Language Curriculum Guide.
North Dakota State Dept. of Public Instruction, Bismarck.
PUB DATE- May 89
NOTE- 140p.
AVAILABLE FROM- Department of Public Instruction, Supply Division, State Capitol, 11th Floor, 600 East Boulevard Avenue, Bismarck, ND 58505-0440.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Course Content; *Curriculum Design; Curriculum Guides; Educational Philosophy; Elementary Secondary Education; FLES; Immersion Programs; Introductory Courses; *Latin; *Modern Languages; Program Design; *Second Language Instruction; Statewide Planning
IDENTIFIERS- ACTFL Proficiency Guidelines; *North Dakota

The purpose of this guide is to provide a resource for the development of modern and classical language curricula at the local level in North Dakota schools. The guide contains two sections, one dealing with modern languages, the other with Latin. Each section provides an overview of current philosophy, objectives, methods, and resources in foreign language education. General program goals are outlined, including a description of the American Council on the Teaching of Foreign Languages guidelines in the case of modern languages; competencies and course scope and sequence are specified for each language. The section on modern languages also describes three program types, including: FLES (foreign language in the elementary school), immersion, and FLEX (foreign language exploratory programs). Appended materials include lists of useful expressions in English with translations in French, German, Latin, and Spanish, and a list of additional resources. (MSE)

ED 322 734 FL 018 740

Guidelines for Programs Under Part 154 of Commissioner's Regulations for Pupils with Limited English Proficiency. Bilingual Education.

English as a Second Language.

Metropolitan Consortium of Lead Speech-Language Pathologists, Atlanta, GA.

PUB DATE- Apr 90
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Bilingual Education Programs; Boards of Education; Chinese; Elementary Secondary Education; English; English (Second Language); French; Haitian Creole; Identification; Japanese; *Limited English Speaking; Mathematics; Native Language Instruction; Parent Participation; Program Administration; *Program Design; *Public Policy; Questionnaires; Spanish; *Statewide Planning; Student Evaluation; Student Placement; Transitional Programs; Uncommonly Taught Languages
IDENTIFIERS- *New York

Part 154 of the Regulations of New York State's Commissioner of Education prescribes requirements for districts relative to the education of pupils with limited English proficiency. The guidelines provided here are to assist school districts in developing and implementing programs consistent with the law and regulations. Chapters address the following topics: the responsibility of the Board of Education; screening, identification, and assessment considerations; placement in instructional programs; program types (transitional bilingual and free-standing English-as-a-Second-Language (ESL) and educational strategies for each; student evaluation in ESL (speaking and reading), mathematics (in ESL, Spanish, and other languages), and native language arts (Spanish and bilingual reading programs); testing requirements; parent involvement; program management (coordination of funds, program planning and site selection, staff management, staff in-service training, and support services); exceptions and variances; and programs operated by the Board of Cooperatives Educational Services in districts with small populations. The text of the Commissioner's regulations, parts 117 and 154, and sample home language questionnaires in Chinese, English, French, Haitian Creole, Japanese, and Spanish are appended. (MSE)

ED 322 748 FL 018 756

Paulston, Christina Bratt
Language Revival: The Case of Irish.
PUB DATE- Jun 90
NOTE- 37p.; Paper presented at the Annual Meeting of the International Political Science Association (Limerick, Ireland, June 4-7, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Ethnicity; Foreign Countries; *Irish; *Language Maintenance; *Language Planning; *Language Role; *Multilingualism; Nationalism; *Public Policy; Uncommonly Taught Languages

IDENTIFIERS- *Ireland; Language Shift
Current language policy planning in Ireland was examined as part of a larger study of the language behavior of groups with access or exposure to more than one language. Language can be seen as a resource to ethnic groups primarily in their competition for access to the goods and services of a nation. The norm for groups in prolonged contact is language shift, not maintenance or maintained group bilingualism. The tendency of ethnic groups in contact with a contemporary nation-state is to form four distinct types of social mobilization (ethnicity, ethnic movements, ethnic nationalism, and geographic nationalism) which under certain social conditions result in differential language maintenance and shift. In Ireland, language policy planning and language planning are both in place. Language revitalization is a more recent concern. The Bord na Gaeilge, established in 1978 to promote Irish, has recommended seven strategies for reversing the shift to English: central planning; state and public leadership for real impact; expansion of networks and structures of usage; increasing Irish visibility; ensuring service through Irish in the Gaeltacht; new instructional syllabi and methods; and innovative communications. This paper argues, however, that these efforts are unrealistic and unlikely to be successful, and that Irish as a living language may eventually disappear. A 62-item bibliography is included. (MSE)

ED 322 810 HE 023 628

Minority Retention (Discussion Item).
Indiana State Commission for Higher Education, Indianapolis.
PUB DATE- 12 May 89
NOTE- 18p.; For related documents, see ED 319 431 and HE 023 625-626.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Persistence; *Black Students; College Students; *Dropouts; Educational Attainment; Full Time Students; Higher Education; Longitudinal Studies; Part Time Students; *Postsecondary Education; *School Holding Power; State Colleges; State Universities; *Student Attrition; Trend Analysis
IDENTIFIERS- *Indiana; Indiana Commission for Higher Education

A 4-year study was made of attrition and persistence rates of 17,677 freshmen degree-seeking students enrolled in Indiana state vocational education programs in fiscal year 1985. The present report focuses on the experience of the 2,187 black students in that cohort. The study's findings include the following: (1) among full-time students, the black dropout rates are about twice that for the general population; (2) dropout rates for part-time black students were higher than the rest of this population (for associate students it was 56% versus 50% and for baccalaureate students it was 43% versus 40%); (3) 83% of the black declared associate degree-seeking students were part-time versus 74% of all other declared associate degree-seeking students; (4) the rate of progress for black full-time baccalaureate degree-seeking students was slower than that of all full-time baccalaureate degree-seeking students; and (5) blacks are more likely to undertake associate degrees and to do so on a part-time basis where the odds favor their dropping out. Tables compare the experiences of black students in the retention study to those of the larger group. (GLR)

ED 322 826 HE 023 755

Kole, James P.
The Development of "De-Isolation" Strategies for Nova University Programs for Higher Education Regional Cluster Students.
PUB DATE- Jan 87
NOTE- 61p.; For a related document, see HE 023 743.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Cluster Colleges; College Students; Doctoral Programs; External Degree Programs; Higher Education; *Needs Assessment; *Out of State Students; *Postsecondary Education as a Field of Study; Student Adjustment; *Student Alienation; *Student Attitudes; *Student College Relationship; Student Welfare; Surveys
IDENTIFIERS- Need Assessment Questionnaire; *Nova University FL

An investigation was conducted to develop isolation reduction strategies to reduce the feeling of isolation expressed by many of the Nova University Programs for Higher Education regional cluster students. A needs assessment was initiated to discover what the broad-range needs of regional students were and to actively develop strategies to meet those needs. A needs assessment was also conducted among the South Florida local cluster students to determine if their feelings of isolation were the same. A concent analysis of the regional cluster survey results revealed that a majority of the regional students did experience feelings of isolation. The main area of concern was the general communication gaps between students, faculty, research associates, practicum advisors, Nova Central staff, cluster coordinator, etc. The local cluster survey had too low a response rate to develop alternative recommendations; however, the regional cluster survey was adequate enough to develop the following recommendations: (1) Increase regional cluster communications system-wide; (2) provide more detailed program information; and (3) organize Programs for Higher Education regional information into an "Orientation Manual." Contains 9 references. (GLR)

ED 322 855 HE 023 803

Banta, Trudy W.
Assessment Resource Center, 1986-1989. Final Report.

Tennessee Univ., Knoxville. Center for Assessment Research and Development.
SPONS AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 143p.
CONTRACT- DEG-G008642196
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reference Materials - Bibliographies (131)
DESCRIPTORS- *College Outcomes Assessment; *Evaluation Methods; Higher Education; Instructional Effectiveness; *Measurement Techniques; Outcomes of Education; *Program Implementation; *Student Evaluation
IDENTIFIERS- Assessment Resource Center TN

Since its establishment with a 1986 grant from the Fund for the Improvement of Postsecondary Education, the Assessment Resource Center (ARC) at the University of Tennessee has worked with state coordinating boards, other institutions involved in assessment leadership, institutions seeking guidance, and participants in conferences and seminars given by the ARC. The Center accomplished its objectives of establishing working relationships with numerous institutions, preparing printed materials, sponsoring workshops, and developing a consortium of experienced assessment practitioners. In addition, Center personnel founded a national publication, planned an international seminar, and supported a cross-national study of assessment in higher education. This final report outlines the project's background and purpose, summarizes project impact, and documents plans for continuation and dissemination. Appendices, which comprise the bulk of the report, include: (1) an overview of the ARC; (2) an annotated bibliography of 12 items on assessment and a list of 23 representative assessment programs; (3) research on the College Outcome Measures Project, with an 11-item annotated bibliography; (4) title pages and tables of contents of ARC publications; (5) resource appendices from "Performance and Judgment: Essays on Principles and Practice in the Assessment of College Student Learning" edited by Clifford Adelman, containing an annotated bibliography of approximately 75 items and reviews of 22 assessment instruments. (JDD)

ED 322 870 HE 023 826

Policies and Procedures for Bachelor of Business Administration Degree through the External Plan of Study from Northwood Institute, Midland, in Cooperation with Lansing Community College.
Lansing Community Coll., Mich.
PUB DATE- 89
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Bachelors Degrees; Business Administration Education; Community Colleges; *Cooperative Programs; *Degree Requirements; Dual Enrollment; Educational Cooperation; *External Degree Programs; Higher Education; Institutional Cooperation; Private Colleges; Undergraduate Study
IDENTIFIERS- Lansing Community College MI; Northwood Institute MI

Information is provided for students interested in completing a bachelor's degree through a cooperative program between Lansing (Michigan) Community College (LCC) and Northwood Institute (Midland, Michigan). A 4-year program has been designed in which a student takes approximately 144 credit hours of course work at LCC and a minimum of 36 credit hours through Northwood. Majors available by this external plan of study include accounting, business management, computer information management, computer science/management, and marketing/management. The information provided in this guide covers: credits to be earned from each institution, tuition, course options at Northwood, work/life experience credits, application policies, grades accepted for transfer, thesis requirements, oral/written comprehensive exams, financial aid, electives, internships, library service fees, graduation policies, contact persons for further information, and a list of course equivalencies between the two institutions. (JDD)

ED 322 885 IR 014 584

Shooshan, Harry M.; Arnheim, Louise
Public Broadcasting.
Benton Foundation, Washington, DC.

PUB DATE- 89
NOTE- 63p.; Project on Communications & Information Policy Options. For related papers, see IR 014 583-585.
AVAILABLE FROM- Policy Options Project, Benton Foundation, 1776 K Street, NW, Washington, DC 20006 ($6.50 per copy, $33.00 for boxed set of eight papers.)
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Endowment Funds; Federal Regulation; *Public Policy; *Public Television
IDENTIFIERS- Corporation for Public Broadcasting

This paper, the second in a series exploring future options for public policy in the communications and information arenas, examines some of the issues underlying public broadcasting, primarily public television. It advances two reasons why quality local public television programming is scarce: funds for the original production of programming have always been limited, and national programming simply represents a more efficient use of funds; and the number of stations has grown, meaning that there are more stations making do with less money. However, it is noted that those public television stations that are committed to serving local community needs may have found the key to survival in generating the local support necessary to keep them in business. Six recommendations are offered for future policy in public broadcasting: (1) phase out federal funding of the Corporation for Public Broadcasting over a 2-year period to allow for the transfer of some of its functions to other institutions; (2) establish a national endowment for video and audio programming; (3) gradually eliminate federal funding through the authorizations/appropriations process; (4) establish a taxpayer check-off spectrum and/or fees, the revenues from which would go to the new endowment fund; (5) loosen restrictions on corporate underwriting; and (6) earmark the funds from the Public Telecommunications Facilities Program (PTFP) for expanding the reach of public television and radio programming through appropriate technology in areas not currently served. The paper concludes by suggesting that the goal of federal policy should be to target the federal subsidy to meet national needs that are not being met by the commercial marketplace. (DB)

ED 322 915 IR 053 232

Earle, Katherine Weeks
Handbook To Facilitate Faculty Awareness of Library Resources and Services: One Library's Initial Response to the College of Business Administration's Search for AACSB Accreditation.
PUB DATE- Mar 90
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Libraries; Accreditation (Institutions); *Business Education; Faculty Handbooks; Higher Education; *Indexes; *Library Collections; Library Guides; *Library Services; Library Standards; Online Catalogs; Online Searching; Periodicals
IDENTIFIERS- University of Northern Colorado

Created by the College of Business Administration (COBA) and the libraries of the University of Northern Colorado, this 1988-89 handbook was part of a strategic plan to achieve initial accreditation by the American Assembly of Collegiate Schools of Business (AACSB). Constructed by the reference librarian who works directly with COBA, the handbook was designed to inform the approximately 50 established and new faculty members at COBA about library holdings, locations, procedures, and communication routes. General information includes: a description of the library system and its staff and holdings; procedures for arranging for a librarian to meet with a class; a review of print, CD-ROM, and online versions of several popular indexes; notes about making use of the Colorado Alliance of Research Libraries Public Access Catalog; procedures for establishing standing and special orders; and reserve policies. Supplementary materials include a sample periodical photocopy form; a chart summarizing the functions of the educational materials service, which is responsible for scheduling the use of audiovisual equipment and materials and the installation and maintenance of all non-computer electronic equipment; and lists of currently available business and economics serials. A Library of Congress classification outline is also provided. It is noted that a standard faculty orientations packet, which is usually packaged with this handbook, is not included here. (SD)

ED 322 929 IR 053 279

King, C. Yvonne; And Others
An Unobtrusive Operations Study of the Orem Public Library for Referral, Accuracy, and Consistency.
PUB DATE- Apr 90
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administrative Policy; Evaluation Criteria; *Job Performance; Operations Research; *Organizational Objectives; *Personnel Evaluation; *Public Libraries; Questionnaires; *Reference Services; Referral; Retraining; User Needs (Information); *User Satisfaction (Information)
IDENTIFIERS- Orem Public Library UT; Unobtrusive Measures

A study was undertaken at the request of the Orem (Utah) Public Library administration to identify the library's strengths and weaknesses, and to measure how close they were to achieving their target goal of 100% effectiveness in the areas of referral, accuracy, and consistency, in order to improve the quality of reference services. Data were collected using unobtrusive measures. Proxy library users posed each ready reference and referral question to three different reference librarians to check for consistency. Of the full- and part-time librarians at Orem, one had a Masters of Library Science degree, one had a Masters of English, five had four-year bachelors degrees, and one had an associate degree. The questions were asked over the course of 15 days so that each librarian would be asked at least two ready reference questions and two referral questions. The library achieved an overall accuracy rate of 59.2%, which corresponds closely with rates reported in similar studies. Comments and observations from proxies suggest that a lack of awareness may exist among reference librarians as to the information contained in the reference collection, and it is suggested that librarians may benefit from regular in-house training to increase their familiarity with the reference collection and outside sources. (17 references) (SD)

ED 323 063 RC 017 717

Braswell, Maria
Families and Kinship in a Black Appalachian Community: Boone's Junaluska Neighborhood.
PUB DATE- Mar 90
NOTE- 12p.; Paper presented at the Appalachian Studies Conference (Helen, GA, March 23-25, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)

DESCRIPTORS- *Black Community; *Black Family; *Extended Family; Family Attitudes; *Family Relationship; Helping Relationship; *Kinship; Rural Family; Social Support Groups
IDENTIFIERS- *Appalachia; *North Carolina (Boone)
Several small Black Appalachian communities in northwest North Carolina form a network of individuals and families connected by Black Mennonite churches and by blood and marital ties. This paper examines family relationships and attitudes toward family and kinship in one such community--the Junaluska neighborhood in the town of Boone (Watauga County). Information was gathered by in-depth interviews with 27 community members and meetings with 3 key informants--interested college students--and from three family histories compiled by community members. Most residents belonged to one of four large, primary family groups, and almost everyone else in the community had some connection to one of these groups. Kinship networks were very extensive and convoluted. In most cases they included children and spouses, families of orientation, grandchildren, nephews, nieces, aunts, uncles, cousins, spouses' kin, some other in-laws, and even fictive kin--friends and neighbors who were not blood related but were treated as such. These extended families provided members with emotional support, advice, help in time of crisis, child care, and material and monetary aid. Family gatherings were usually held on Thanksgiving, Christmas, Easter, and the Fourth of July. Several families held annual reunions, with distant relatives traveling hundreds of miles to attend. Family histories contained the underlying themes of family unity and preservation of the family's heritage, and helped the families to define their histories as Blacks with roots in Appalachia. (SV)

ED 322 780 FL 018 796

Coleman, John; Local, John
The "No Crossing Constraint" in Autosegmental Phonology.
PUB DATE- 89
NOTE- 52p.; In: York Papers in Linguistics 14; see FL 018 786.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Graphs; *Language Patterns; Language Research; Linguistic Theory; *Phonology; Semantics; *Structural Analysis (Linguistics); Syntax
IDENTIFIERS- *Autosegmental Phonology; *English (Guyana)
A discussion of autosegmental phonology (AP), a theory of phonological representation that uses graphs rather than strings as the central data structure, considers its principal constraint, the "No Crossing Constraint" (NCC). The NCC is the statement that in a well-formed autosegmental diagram, lines of association may not cross. After an introductory section, the syntax and semantics of autosegmental representations are considered, and a few important basic definitions and principles of graph theory are introduced. In section 3, two claims are examined, including: the claim that the NCC restricts the class of representations in planar and non-planar AP; and the belief of some proponents of three-dimensional AP that the necessity of non-planar representations has been demonstrated. Finally, some data exemplifying a number of interacting harmonies in Guyanese English that are amenable only to non-planar representation are presented. It is concluded that the NCC is invalid because it either incorrectly restricts the class of phonological graphs to planar graphs or else carries no force. (MSE)

ED 322 795 FL 800 216

Nash, Andrea, Comp.
English Family Literacy: An Annotated Bibliography.
Massachusetts Univ., Boston.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 87
NOTE- 63p.; Introduction by Elsa Auerbach. A publication of the English Family Literacy Project.
CONTRACT- G008635277
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Literacy; Annotated Bibliographies; *Curriculum Design; Educational Research; Educational Theories; *English (Second Language); Ethnography; *Family Programs; Holistic Approach; *Literacy Education; Parent Participation
IDENTIFIERS- English Literacy; Family Literacy

This bibliography is designed: (1) to bring information together on research on family roles in literacy acquisition and on parent involvement programs; and (2) to present a range of models, resources, and approaches that English family literacy program designers, curriculum developers, and teachers can use in developing their own programs. The focus is on literacy for non-native English speakers, families where the children often have more English literacy skills than the parents, where parents and children are separated by war or immigration, and where traditional parent involvement models may be inappropriate. The bibliography is divided into five sections: literacy theory and research; ethnographic work on contexts for family literacy; family literacy programs for native English speakers; family literacy programs for non-native English speakers; and holistic and participatory English-as-a-Second-Language (ESL) literacy. A brief list of additional sources of information is appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 322 841 HE 023 783

Micou, Ann M., Ed.
South Africans Speak: Discussion Forum Presentations 1987-1989. South African Information Exchange Working Paper Number 12.
Institute of International Education, New York, N.Y.
PUB DATE- Apr 90
NOTE- 68p.
AVAILABLE FROM- Institute of International Education, 809 United Nations Plaza, New York, NY 10017-3580.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Colleges; Conference Papers; *Educational Cooperation; Foreign Countries; Higher Education; Information Dissemination; *Institutional Cooperation; International Relations; Student Exchange Programs; Universities
IDENTIFIERS- *South Africa; *United States
Ten informal papers given at Discussion Forums to U.S. groups are provided which address current South African related issues as they touch upon the South African Information Exchange (SAIE) initiative. Papers have the following titles and authors: "Is There Space for American Involvement in South African Education?" (Merlyn C. Mehl); "Mapping the Future of Black South Africans in Science and Engineering Education" (Gordon Sibiya); "Education for Liberation/Transformation: The Role of Vocational Guidance and Counselling for Young Blacks" (Tahir Salie); "Education for Black South Africans: The Importance of Bursaries and Support Services for Black High School Students" (Pamela Tsolekile and Getti Mercorio); "The Community College Option: A Private Sector/Community Initiative to Break the Educational Logjam" (Stan Kahn); "UDUSA: Microcosm of a Society in Transition (Ratnamala Singh); "The Academic Boycott and Linkages Between U.S. Institutions and Eligible South African Academics" (Farouk Ameer); "Technical Education in South Africa and the Political Implications" (Brian De L. Figaji); "The Struggle to Realise the Freedom Charter in South Africa Today" (Raymond R. Suttner); "Coercion, Persuasion, and Liberation" (Vincent T. Maphai). Short biographical notes are included of each author. (GLR)

ED 322 900 IR 014 677

Sheingold, Karen; Hadley, Martha
Accomplished Teachers: Integrating Computers into Classroom Practice.
Center for Technology in Education, New York, NY.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 41p.
CONTRACT- 1-135562166-A1
AVAILABLE FROM- Center for Technology in Education, Bank Street College of Education, 610 West 112th Street, New York, NY 10025 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Adoption (Ideas); *Computer Assisted Instruction; *Computer Uses in Education; Elementary Secondary Education; National Surveys; School Surveys; Teacher Attitudes; Teacher Student Relationship; Teaching Skills; *Use Studies
This report summarizes the results of a nationwide survey of teachers in grades 4 through 12 who are experienced and accomplished at integrating computers into their teaching. Of 1200 teachers who were sent the 16-page questionnaire, 608 returned completed surveys. The purpose of studying these teachers was to discover the ways in which they use computers in their classrooms, whether and how they believe their teaching has changed as a result of using computers, and the kinds of barriers and incentives that are important to them. Major findings show that these teachers: (1) are comfortable with computer technology, devote their own time to learning how to use computers, and receive local support for using them; (2) work in schools averaging more than twice the number of computers than other schools; (3) use computers for many purposes including demonstrating an idea, instruction, word processing, and promoting student-generated products; and (4) expect more from their students, are able to present more complex materials to their students, and foster more independence in the classroom. It is concluded that similar accomplishments on a wider scale may be achieved if ample technology, support, and time for teachers to learn the technology is provided, and if an academic and cultural structure exists to encourage teachers to take an experimental approach to their work. (DB)

ED 322 995 PS 018 973

Family Violence Prevention: Handbook for Professionals.
North Carolina State Dept. of Human Resources, Raleigh.
PUB DATE- 10 Mar 88
NOTE- 21p.
GRANT- JA-130-186-D3-J129
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Abuse; *Child Neglect; Disabilities; *Family Violence; Guidelines; Older Adults; *Prevention; Spouses; *State Programs
IDENTIFIERS- *Child Abuse and Neglect Reporting; North Carolina; *Spouse Abuse

Prevention of family violence must begin in the community, with people who care enough about others to turn their concern into action. This family violence prevention handbook provides useful information which will help individuals become more sensitive to the early warning signs of violence and more knowledgeable about legal responsibility. The handbook will also help readers provide help for those in an abusive situation and raise public awareness about the problem. Sections of the handbook provide an overview of family violence, guidelines on child abuse and neglect reporting, and discussions of spouse abuse and of abuse and neglect of the elderly and handicapped. State resources available in North Carolina are listed. (RH)

ED 323 009 PS 019 013

Irington, Janice
Walk around the Clock: Third Grade Students Learn To Tell Time.
PUB DATE- Jul 89
NOTE- 78p.; Master's Practicum Report, Nova University. Sections in appendix containing photographs and small, marginally legible print may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Elementary School Students; Games; *Grade 3; *Learning Activities; Learning Problems; *Learning Strategies; *Playground Activities; Playgrounds; Primary Education; Program Descriptions; *Time
IDENTIFIERS- *Time Telling
A primary education specialist designed and implemented a 10-week practicum intervention intended to teach third-grade students how to tell time. Eight students who experienced considerable difficulty in telling time by 5- and 1-minute intervals participated in the study. Students learned to tell time through classroom and playground activities that involved use of a clock face made of cement stones built into the school's playground. While the intervention did not meet all objectives at the levels set, evaluation data indicated that in general the practicum was effective. During implementation, observation suggested that primary children need to work with large objects and pictures. Both mechanical and simulated clocks should be large so that children can easily see numerals and markings. Prominent among appended materials are the third grade mathematics program objectives, the county's standardized test on telling time, teachers' and students' surveys, pre- and post-tests, discussion questions and student responses, and directions for constructing the model clock and playing the Around the World game. A newspaper article, with photos of the playground clock, is also appended. (RH)

ED 323 023 PS 019 029

Small, Stephen A.
Preventive Programs That Support Families with Adolescents.
Carnegie Council on Adolescent Development, Washington, DC.
PUB DATE- Jan 90
NOTE- 138p.; Part of a series of working papers prepared for the U.S. Congress Office of Technology Assessment's Adolescent Health Project. For other papers in this series, see PS 019 023-028 and ED 302 619.
AVAILABLE FROM- Carnegie Council on Adolescent Development, 2400 N Street, NW, 6th Floor, Washington, DC 20037-1153 (free).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Advocacy; Competence; *Family Characteristics; Family Problems; *Family Programs; *Prevention; Program Descriptions; Stress Variables
IDENTIFIERS- *Conceptual Frameworks; *Support Services
Preventive programs designed to support and strengthen families with adolescents are being implemented in response to changes in American society and the nature of adolescence. This paper examines such programs by addressing these questions: (1) What are the primary functions of families in the raising of adolescents? (2) What factors support and undermine these functions? (3) What types of programs do families with adolescents need? (4) What kinds of programs support and strengthen families during their children's adolescent years? (5) What programing gaps exist and what types of programs are most needed? (6) What are some characteristics of effective prevention programs? (7) What research and evaluation questions need to be answered if programs of increased effectiveness are to be developed? Major sections of the paper concern a framework for understanding the needs of families with adolescents, implications of the framework for preventive programs, factors that support or undermine parental competence, programs for families with adolescents and programming gaps, and recommendations. Concluding remarks emphasize several broader themes and issues that should be kept at the forefront when the state of the field is considered and future directions are contemplated. A total of 108 references are cited. (RH)

ED 323 037 PS 019 057

Dixon-Jones, Lorraine A.
The Child Care Guarantee in Welfare Reform.
National Conference of State Legislatures, Denver, CO.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
REPORT NO.- ISBN-1-55516-629-6
PUB DATE- Mar 90
NOTE- 61p.
AVAILABLE FROM- National Conference of State Legislatures, 1560 Broadway, Suite 700, Denver, CO 80202 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Day Care; Delivery Systems; Early Childhood Education; Educational Development; Educational Quality; *Federal Legislation; Financial Support; Guidelines; Needs Assessment; *Program Implementation; *State Programs; Supply and Demand; Transitional Programs; Welfare Services
IDENTIFIERS- *Family Support Act 1988; *Welfare Reform
This report covers the major issues that states will face during the implementation of the Family Support Act (FSA) and outlines the relevant FSA provisions. Additionally, the experiences of states that have implemented work-welfare programs with child care provisions are discussed. A general introduction and an overview of the FSA precede the report's six main chapters. Chapter 1 covers assessment of the demand for child care. Chapter 2 addresses ways to build the child care system in response to the demands created by work-welfare programs. Chapter 3 focuses on the primary factors involved in state child care costs: federal funding and state reimbursement levels. Chapter 4 outlines options for child care delivery systems and chapter 5 focuses on transitional child care--one of the focal points of welfare reform. Chapter 6 discusses quality in child care, addressing the coordination of early intervention services, such as Head Start, within state welfare reform efforts. A concluding section explores the expected impact of the FSA on state child care systems, Aid to Families with Dependent Children parents, and the children of participants. (RH)

ED 322 720 FL 018 698

Li Nim-Yu, Kitty
Writing with Pen or Computer? A Study on ESL Secondary School Learners.
PUB DATE- Jul 90
NOTE- 24p.; Paper presented at the Annual World Conference on Computers in Education (5th, Sydney, New South Wales, Australia, July 9-13, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Oriented Programs; *English (Second Language); Foreign Countries; Grade 8; Questionnaires; Secondary Education; Second Language Instruction; Skill Development; Student Attitudes; *Word Processing; *Writing (Composition); *Writing Instruction; Writing Skills
IDENTIFIERS- *Hong Kong
A study investigated the relative effects of using computers and writing by hand on secondary students' quality or quantity of writing, and on their attitudes toward writing. Subjects were 40 eighth-grade students in an Anglo-Chinese school in Hong Kong, with some experience in writing brief compositions. The word processing program used was PC-Write, with a RAM resident 80,000-word dictionary substituted for the PC-Write dictionary. The study lasted 5 months, including a typing training session, a word-processing session, and all writing sessions. in each 80-minute writing lesson, the researcher spent 30 minutes discussing how to write an essay. A guided writing sheet was handed out, and students were divided into two groups with separate supervision, one in the computer lab and one in the regular classroom. To encourage revision, subjects could rewrite at specified times, under supervision. Essays were rated for quality by two external raters. Writing quantity was measured by the number of words written. Student attitude was assessed by questionnaire. Results show that students using computers wrote better and longer essays. All subjects showed significant changes in attitude, but neither group felt writing in English was easy or enjoyable. A 43-item bibliography, the essay rating scale, and the attitude questionnaire are appended. (MSE)

ED 322 764 FL 018 775

Constable, Peter G.
Reflexives in Veracruz Huastec.
Summer Inst. of Linguistics, Grand Forks, N. Dak.
PUB DATE- 89
NOTE- 36p.; In: Work Papers of the Summer Institute of Linguistics 1989, University of North Dakota Session, Volume 33, see FL 018 773. Some print and figures may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Contrastive Linguistics; Form Classes (Languages); *Grammar; *Language Patterns; Language Research; Linguistic Theory; Morphology (Languages); *Pronouns; Uncommonly Taught Languages; *Verbs
IDENTIFIERS- Arc Pair Grammar; Clauses; *Huastec; *Reflexives; Relational Grammar
A study examines various Huastec clause types that are reflexive in some sense, including ordinary reflexives, which involve co-reference. Two mutually exclusive morphosyntactic devices are used in Huastec: reflexive pronouns and verbal morphology. In this way, Huastec is like various European languages. Clauses involving reflexive pronouns and verbal morphology are considered separately. The analysis adopts the frameworks of relational grammar and arc pair grammar together (AG). The analysis assumes basic familiarity with the two frameworks, although some details of the formalisms are introduced as appropriate. The manner in which reflexive clauses and co-reference are treated within AG is outlined and the two clause types are discussed in detail. In the case of clauses involving reflexive verbal morphology, four types are examined, including: ordinary reflexives, reflexive passives, reflexive unaccusatives, and reflexive antipassives. A brief list of references is included. (MSE)

ED 322 811 HE 023 630

Update on Minority Participation (Discussion Item).
Indiana State Commission for Higher Education, Indianapolis.
PUB DATE- 10 Feb 89
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Black Students; *College Desegregation; College Students; Enrollment Rate; *Enrollment Trends; Higher Education; Longitudinal Studies; *Postsecondary Education; State Colleges; State Universities; Trend Analysis
IDENTIFIERS- *Indiana; Indiana Commission for Higher Education

The report summarizes state-level changes in black student enrollment that occurred between 1978-79 and 1987-88 and discusses campus-level changes since the low point of black enrollment in 1984-85. It concludes that, using any of several measures of college participation and setting aside the issue of student migration, Indiana higher education enrolls from 6,000 to 9,000 fewer black students than it should. The report does not present an action plan for increasing the number of black postsecondary students. Three sources of additional black students are pointed out: improved retention of current students; increased admission of recent high school graduates; and increased admission of black adults. It was further concluded that the current effort to increase participation by means of early intervention programs, such as the statewide campaign to improve preparedness for postsecondary education (SCIPPE), will not show results at the postsecondary level for many years. (GLR)

ED 322 871 HE 023 827

Entering the 21st Century: Where Are We Now and Where Are We Going? Proceedings of the Conference (Washington, DC, January 29-31, 1989).
National Association of Student Personnel Administrators, Inc.
PUB DATE- Jan 89
NOTE- 35p.
AVAILABLE FROM- National Association of Student Personnel Administrators, 1700 18th Street, N.W., Washington, DC 20009-2508.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Classroom Desegregation; *College Desegregation; Demography; Educational Environment; *Faculty Integration; Higher Education; *Minority Groups; Nondiscriminatory Education; Racial Composition; Student Subcultures

The conference reported in this document focused on the problem of bringing ethnically underrepresented students, faculty, and staff into full partnership with the higher education community. The conference addressed the problem of the erosion of confidence, especially among the poor, in what higher education may bring to them. The proceedings contains the following presentations: "Entering the 21st Century: Where Are We Now and Where Are We Going? (Robert L. Albright); "Changing Demographics and the Implications for the 21st Century" (Reginald Wilson); "A Comprehensive Approach to Minority Student Services" (James A. Gold); "Administrative Implications of the Changing Demographics" (Francine Madrey); "Geopolitical Implications in Higher Education" (Milton Santiago); "Campus Climate and Violence" (William Wiggins); "Reaction to Campus Climate and Violence" Jon C. Dalton); Classroom Integration of Faculty and Minority Students" (Piedad Robertson); "Reaction to Classroom Integration of Faculty and Minority Students Arnold Mitchem). An appendix listing conference registrants is included. (GLR)

ED 322 942 JC 900 410

Church, Roy A.
The Leadership Metanoia.
PUB DATE- Aug 89
NOTE- 17p.; Paper presented at the Lorain County Community College Leadership Workshop (Elyria, OH, August 28-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Effectiveness; Behavior Theories; *Community Colleges; *Leaders; *Leadership; *Leadership Qualities; *Leadership Styles; Management Development; *Organizational Effectiveness; Sociocultural Patterns; Two Year Colleges

An argument is presented that "leadership metanoia," (i.e., a fundamental shift of mind in relation to leadership) has recently taken hold in many parts of the country, with implications for leadership development at Lorain Community College (LCC) in Ohio. The first section of the paper reviews the work of the six behavioral scientists who exerted the principal influences on the teaching of leadership in 1969, suggesting that the confluence of behavior theory with the advent of the information age and international competition has created the impetus for new management styles. This section argues that successful leaders focus on augmenting traditional cognitive learning with affective learning. The second section discusses problems in defining leadership, describing basic assumptions about, and identifying important characteristics of successful leaders. This section describes the good leader as having great faith in, and respect for people; having the ability to allow for new means to be introduced to reach a particular end; and having the ability to disagree with an idea rather than a person. The third section describes themes emerging from "leadership metanoia" that are germane to institutions such as LCC, including the trend toward nonauthoritarian organizational structures; a growing commitment to a customer-orientation; and the adoption of a continuous improvement ethos. The final section discusses the challenges of applying "leadership metanoia" at LCC, which include developing a personal leadership philosophy, an organizational culture analysis, and a collective vision for the 1990s. (GFW)

ED 322 955 JC 900 445

Nussbaum, Thomas J.; And Others
Encouraging Greater Student Participation in Governance.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Sep 90
NOTE- 21p.; Discussed as Agenda Item 9 at the Meeting of the Board of Governors of California Community Colleges (Sacramento, CA, September 13-14, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; *Governance; Governing Boards; Participative Decision Making; Policy Formation; State Boards of Education; Statewide Planning; *Student College Relationship; Student Government; *Student Responsibility; Student Role; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *California

In response to legislative mandate, three proposals were developed for encouraging student participation in the governance of California's community colleges and for establishing a minimum standard regulation for local procedures. The proposals are intended to improve and enhance access to governance mechanisms, improve accountability, enhance the quality and effectiveness of representation, and improve communication and coordination. They are designed to build a true community of interest in quality education; establish a continuity of relationships between students and the college's faculty, staff, and administrators; make student bodies a collective whole; and ensure leadership and administrative support. The proposals include a set of actions to be taken by the Board of Governors and Office of the Chancellor, and a parallel set

recommended actions to be taken at the local district level (e.g., ensure student membership on statewide and district governance committees and task forces and grant student representatives the same rights and privileges as other members; schedule meetings to accommodate as much as possible students' time and resources; recognize the Council of Student Body Governments and local student body governments as the official representatives of the state's community college students; and require student representatives to maintain their college's scholastic standards). It is also recommended that at the state level pertinent documents and materials be made available to students in a timely manner; that an orientation and ongoing consultation services be offered to student representatives; that a student development office be created; and that services be established and maintained to recruit and train students for participation in governance. The final proposal is for a new regulation that would require each district governing board to adopt policies and procedures to provide students the opportunity to participate effectively in college and district governance. (GFW)

ED 322 968 JC 900 465

Mahan, Don; And Others
Diablo Valley College: The First Forty Years, 1949-1989.
Diablo Valley Coll. Pleasant Hill, Calif.
PUB DATE- 90
NOTE- 306p.; Photographs will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTORS- Activism; *College Administration; College Environment; *College Planning; *College Role; *Community Colleges; Educational History; Educational Legislation; Educational Philosophy; Institutional Characteristics; Mission Statements; *Organizational Change; School Community Relationship; Staff Development; Transfer Programs; Two Year Colleges; *Two Year College Students; Vocational Education
An overview is provided of the 40-year history of Diablo Valley College (DVC), examining the educational ideals of the founders of the college and the changes in the goals of community college education in Central Contra Costa County, California. Part 1 sets the historical scene for the establishment of public two-year colleges nationally, in California, and in Contra Costa County. The early years of development of DVC are described with reference to the roles and contributions of students, classified staff members, faculty, and the first administrators. Part 2 focuses on particular changes and issues in the early 1960's and 1970's, such as the college's efforts to govern fairly and effectively, philosophical concerns such as student retention and open door policies, outreach programs, student and faculty action on social and political issues, and maintaining a campus culture. In part 3, some recent changes and issues are described including the effects of growing financial constraints, new student populations, responses to California state legislation with regard to community colleges such as Proposition 13, and changes in organization and leadership at the college. This final section also reviews new programs such as those for women and older students, closing with a discussion of professional renewal efforts. Included are photographs showing changes in the physical environment of the college and some of the notable college events, as well as appended tables of longitudinal data on total enrollments and enrollments by gender, student age, and course loads. Notes are provided at the close of chapters. (JMC)

ED 322 981 JC 900 484

Hudgins, James L.
Institutional Effectiveness: Mastering the Process before It Masters You.
Midlands Technical Coll., Columbia, SC.
PUB DATE- 10 Jul 90
NOTE- 36p.; Paper presented at the Annual International Conference on Leadership Development of the League for Innovation in Community Colleges, "Leadership 2000" (2nd, San Francisco, CA, July 8-11, 1990). For a related document, see JC 900 483.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *College Planning; College Role; College Students; *Community Colleges; *Educational Assessment; *Evaluation Criteria; *Evaluation Methods; Institutional Characteristics; Life Satisfaction; Mission Statements; Outcomes of Education; *School Effectiveness; School Surveys; Self Evaluation (Groups); Student Attitudes; Two Year Colleges
In 1988, Midlands Technical College (MTC) launched a comprehensive institutional effectiveness initiative involving two primary components, planning and evaluation. Planning at MTC is composed of a strategic planning cycle and a complementary operational planning cycle. Strategic planning, conducted in two-year cycles, establishes the essential major directions for the college that have emerged in response to the assessment of needs of faculty, staff, students and the community, and the results of the evaluation component of the effectiveness program. Operational planning is an ongoing process at the college in which each spring, departments develop sets of objectives and action plans for the coming year. As part of the evaluation, the President's executive staff reviews the results of activities undertaken through the action plans. The evaluation process has also included the identification of six Critical Success Factors and the development of specific indicators of effectiveness and a set of measurable criteria to evaluate each factor. Specific activities providing information needed to assess the effectiveness of the Critical Success Factors include: student learning outcomes measures; implementation of student tracking systems; retention studies; and ongoing student satisfaction surveys. Departmental action plan forms, and a matrix chart of Critical Success Factors with the related institutional effectiveness indicators are included. The appendix provides MTC's mission statement, and profiles of each of the six Critical Success Factors, including sources of the assessment data and specific actions taken. (JMC)

ED 323 050 RC 017 697

Stofflet, Frederick P.; And Others
The Alaska Statewide Assessment: Implementation and Outcome, 1989.
PUB DATE- Apr 90
NOTE- 56p.
AVAILABLE FROM- Paper presented at the Convention of the National Council on Measurement in Education (Boston, MA, April 17-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Achievement Rating; Achievement Tests; Alaska Natives; *Cultural Influences; Educational Assessment; Elementary Education; Elementary School Students; *Language Proficiency; *School Size; State Surveys; Student Attitudes; *Student Evaluation
IDENTIFIERS- *Alaska; Iowa Tests of Basic Skills
In October 1989 Alaska conducted its statewide student assessment. Over 23,000 students in grades 4, 6, and 8 completed the reading, mathematics, and language arts sections of the Iowa Tests of Basic Skills (ITBS). At the same time, a series of questionnaires asked building principals about their schools' philosophy, climate, and problems; asked teachers about their students' special needs, ethnicity, and bilingualism; and asked students about their study habits and attitudes. Although statewide average ITBS scores were similar to national norms, school district performance varied on the individual percentile scale from the single digits to the 70s School size was not the primary determinant of basic skills achievement. Achievement was strongly related to English language proficiency and the cultural expectations of the community. Even large per pupil expenditures and low teacher-student ratios have not erased achievement differences across the state's cultural groups. Higher test scores were associated with having attended kindergarten, with habits of more frequent outside reading and less frequent television watching, with aspirations to attend college, and with lower teacher and principal turnover. Appendices include an ITBS answer sheet; teacher, student, and principal questionnaires; and profiles of student demographics and ITBS percentile ranks for the state and for a high and a low performing district. This report contains 32 references, 18 data tables, and 18 graphs. (SV)

ED 323 076 RC 017 734

Shotland, Jeffrey
Full Fields, Empty Cupboards: The Nutritional Status of Migrant Farmworkers in America.
Public Voice for Food and Health Policy, Washington, DC.
SPONS. AGENCY- Aspen Inst., Durham, NH. Rural Economic Policy Program.; Ford Foundation, New York, N.Y.; Milbank Memorial Fund, New York, N. Y.
PUB DATE- Apr 89
NOTE- 114p.
AVAILABLE FROM- Public Voice for Food and Health Policy, Suite 522, 1001 Connecticut Avenue, N.W., Washington, DC 20036 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Eating Habits; Farm Labor; Federal Aid; *Health Needs; *Hunger; Migrant Health Services; Migrant Housing; Migrant Problems; *Migrant Workers; *Nutrition; *Physical Health; Poverty; Surveys
IDENTIFIERS- Food Stamp Program; Parasitic Infections
This study is the result of a 1987-88 nutrition survey of Florida farmworkers, and it develops a composite picture of this group's overall health. The survey included a nutritional profile questionnaire identifying factors limiting migrants' access to an adequate diet and a survey examining their nutrient-specific dietary adequacy. The data show that migrant farmworkers experience excessive nutritional deficiencies, often compounded by chronic parasitic infestation. Available literature indicates that the migrant population often suffers from malnutrition-linked health disorders. Substandard and unsanitary housing also pose health risks. The reported mean household income among those studied was $5,667. Nearly one-third of the families reported they had either run out of food or not had enough at some point during the previous year. Fewer than 25% of those interviewed were receiving food stamps. Migrants' diets were especially deficient in vitamin A, iron, calcium, and vitamin C. Dietary inadequacies were most common among migrant females. Maintaining traditional food habits appeared to be very important among respondents, who spent significant time preparing meals. Diets of American black farmworkers were found to be the least adequate. Haitian farmworkers' diets were the most adequate. The document recommends development of a nutrition intervention campaign addressing ethno-specific dietary inadequacies. Also recommended were: improved housing inspection; greater access to public-service programs; and a nationwide effort to study, treat, and prevent parasitic infections among migrant farmworkers. This document contains 69 references. (TES)

ED 322 692 EC 231 884

Fraser, Diane Lynch
A Nonverbal Intervention for the Severely Language Disordered Young Child: An Intensive Approach.
PUB DATE- Dec 89
NOTE- 17p.; Paper presented at the Biennial National Training Institute of the National Center for Clinical Infant Programs (6th, Washington, DC, December 1-3, 1989).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Autism; Case Studies; *Communication Skills; *Dance Therapy; Intervention; *Language Handicaps; *Movement Education; *Nonverbal Communication; Preschool Education; Severe Disabilities; Teaching Methods

Designing therapeutic approaches for language-disordered young children calls for the coordination of communication skills across the three developmental pathways: motor, social-emotional, and language-cognitive. The case study presented in this document examines the effectiveness of a dance-movement therapy intervention conducted over a 2-year period with a severely language-disordered young child. Alex was diagnosed with infantile autism at age 18 months. Dance movement therapy was begun at the age of 2.5 years, with the initial goals of increasing body awareness and reducing body tension in the service of communication. Dance movement therapy was selected because it was believed that children build a foundation for social expression based upon early nonverbal movement patterns. After a 6-month period of poor progress, an intervention combining both individual and dyad dance movement therapy was administered, with the goal of increasing both the frequency and duration of nonverbal interactional behavior. It was felt that the child-child dyad could best facilitate functional nonverbal communication. Alex subsequently experienced a tremendous leap in development, in which he maintained eye contact, participated in nonverbal turn taking routines, and responded appropriately to questions. Includes five references. (JDD)

ED 322 706 EC 231 900

Johnson, Marilyn J., Ed.; Ramirez, Bruce A., Ed.
American Indian Exceptional Children and Youth, Report of a Symposium (Albuquerque, New Mexico, February 6-8, 1985). An ERIC Exceptional Child Education Report. Revised.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-86586-170-6
PUB DATE- 90
NOTE- 71p.; Also suppored by the All-Indian Pueblo Council and the Arizona State University Center for Indian Education.
CONTRACT- 400-84-0010
AVAILABLE FROM- Council For Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($8.50, Stock No. R624)
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *American Indian Education; American Indians; Bilingual Education; *Cultural Influences; Curriculum Development; *Disabilities; Educational Policy; *Educational Practices; Elementary Secondary Education; Language Acquisition; *Parent Participation; Parent Role; Public Policy; Teacher Education
The intent of this symposium report is to share information with educators and other professionals who work with American Indian exceptional children. In this monograph, most symposium presentations, and in some cases the ensuring discussion, are summarized. Introductory remarks are provided by Gil Pena of the All-Indian Pueblo Council, and this is followed by an opening address by Beverly Valley. Titles and authors of the other presentations are: "Parent Involvement Considerations" (Roger Kroth); "American Indian Parents of Handicapped Children" (Marilyn Johnson); "The Influence of Locus of Control and Culture on Learning Styles of Language Minority Students" (Alba Ortiz); "Language and Curriculum Development for American Indian Handicapped Children" (Jacqueline Walker); "Bilingual Special Education Teacher Training for American Indians" (Leonard Baca); "American Indian Personnel Preparation in Special Education" (Anna Gajar); and "Federal Policy and the Education of American Indian Exceptional Children and Youth: Current Status and Future Directions" (Bruce Ramirez). References accompany each paper. An appendix offers statistical data on: (1) the number of American Indian children with disabilities by handicapping condition, state, and educational environment; and (2) the number of special education teachers and related personnel. (JDD)

FL

ED 322 749 FL 018 758

Allsion, Desmond; Cheung, Evelyn
"Good" and "Poor" Writing and Writers: Studying Individual Performance as a Part of Test Validation.
PUB DATE- Apr 90
NOTE- 20p.; Paper presented at the Annual Meeting of the Regional Language Centre Seminar (Singapore, April 9-12, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cohesion (Written Composition); *English (Second Language); Higher Education; Measurement Objectives; *Student Evaluation; *Test Validity; *Writing Evaluation; *Writing Tests
IDENTIFIERS- Writing Tasks
A study was conducted to investigate issues of test validation by placing them in a context. The study examined the ways in which instances of "good" and "poor" writing have been identified in the marking of part of an English writing test that is given each year to incoming Arts Faculty students at the University of Hong Kong. The study also investigated the overall performances of "good" and "poor" writers. Implications concern content validity of the test and uses to which test results are put. The study results provided evidence for the following conclusions: (1) the Language Analysis Sessions (LAS Writing Test), the focus of the study, appeared to have validity; (2) the ability to organize and develop a piece of writing that would be considered term paper length is not credited in the test, and therefore, the distinction that the test makes between "good" and "poor" writing is restricted in scope; and (3) the extent of individual learners to write academic text is an issue that the test, at present, fails to address; this discrepancy calls for careful evaluation within the Language Center to provide tests that measure the course's ability to meet the student needs that the courses were designed to do. (GLR)

ED 322 781 FL 018 797

Lyons, Christopher
Phrase Structure, Possessives, and Definiteness.
PUB DATE- 89
NOTE- 9p.; In: York Papers in Linguistics 14; see FL 018 786.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Determiners (Languages); Grammar; *Language Patterns; Language Research; Linguistic Theory; *Phrase Structure; Semantics
IDENTIFIERS- *Possessives

Definiteness and indefiniteness are usually seen as essentially a matter of lexical semantics, in that whether a noun phrase (NP) is definite or indefinite depends on the choice of determiner. It may be more accurate to say that the position of the determiners within phrase structure configurations may correlate with the definite/indefinite distinction. Definite and indefinite determiners occupy different positions in the NP, and some constituent that is not lexically a definite determiner can induce definiteness in an NP by occupying the relevant position in it. With possessives, the filling of a particular structural position can produce definiteness where the lexico-semantic content of the expression involved is not enough by itself to do this. This is an example of how syntactic factors can interact with semantic considerations in the grammar of definiteness. (MSE)

ED 322 796 FL 800 223

Norris, Cynthia Zylkuski; Breen, Patricia K.
Lower Merrimack Valley Workplace Education Project. Final Report.
Alpha Industries, Inc., Woburn, MA.; Community Action, Inc., Haverhill, MA.
PUB DATE- Jun 90
NOTE- 40p.; Some of the appendices will not reproduce well.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Educational Objectives; *English (Second Language); *Industrial Training; Inplant Programs; Limited English Speaking; *Literacy Education; *Program Descriptions; Program Development; Second Language Instruction
IDENTIFIERS- *Workplace Literacy

A description is provided of the Lower Merrimack Valley Workplace Education Project (WEP), an educational project that offers English-as-a-Second-Language (ESL) and job-specific education classes to hourly employees in the Semiconductor Division of Alpha Industries. The challenge of the project was to create a WEP that could accommodate the various abilities, educational levels, and learning styles that were inherent in the ethnically diverse employee population at Alpha Industries. Each step of the project's development is discussed including goal development, program difficulties, enrollment procedures, project management, and curriculum development. The progress that was made on each of the assigned goals is also presented. Appended materials include such items as the English language curriculum for the workplace, an ESL student survey, a WEP Quarterly Review sheet, a student evaluation form, various information pieces describing Alpha Industries, and sample instructional materials. (GLR)

ED 322 827 HE 023 756

Kole, James P.
An Evaluation of the 1986 Nova University Programs for Higher Education Summer Institute.
PUB DATE- Oct 86
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attendance; Comparative Analysis; Evaluation Methods; Higher Education; *Institutes (Training Programs); Postsecondary Education as a Field of Study; *Program Effectiveness; Seminars; *Student Attitudes; Summative Evaluation; Summer Programs

IDENTIFIERS- *Nova University FL; *Summer Institute Survey (Nova University)
The Nova University Programs for Higher Education Summer Institute was evaluated using data collected from two instruments: the Overall Evaluation, a modification of the 1985 Summer Institute Evaluation Form, and the Evaluation of Concurrent Sessions, an instrument utilized for the first time in 1986 to evaluate each concurrent session. These evaluation instruments were also rated as to their effectiveness. Data was compared between the 1985 and 1986 Summer Institutes. The analysis revealed that there was an increase in registered student attendance at the 1986 Summer Institute. In addition, overall registered student specialization seminar attendance increased. The evaluation instruments themselves were rated at "satisfactory" or slightly better. The overall evaluation of the sessions were 3.97 on a 5 point scale (5 = Very Satisfactory). It was felt that the 1986 Summer Institute was a success, that future evaluations are desirable, and that the evaluation forms should be made computer readable. Contains 7 references. (GLR)

ED 322 930 IR 053 281

Haag, D. E.
Information Barriers: Identification and Seriousness.
Human Sciences Research Council, Pretoria (South Africa).
REPORT NO.- BIN-12 ISBN-0-7969-0712-9
PUB DATE- 89
NOTE- 248p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Information; Evaluation Methods; Foreign Countries; *Information Retrieval; Interviews; *Library Role; Measurement Techniques; Questionnaires; *Research Problems; Research Tools; Search Strategies; User Needs (Information); *User Satisfaction (Information)
IDENTIFIERS- *Information Barriers

The project documented in this report identified barriers researchers encounter in gaining access to--i.e., identifying, acquiring, handling, and using--published information and measured the seriousness of the more significant barriers. Fifty-one barriers were identified, and a method of measuring their seriousness was developed. Thirty of the more important barriers were selected, and their seriousness was measured on the basis of an interview questionnaire administered to 60 researchers in the human and natural sciences. The major findings were as follows: (1) researchers experience many different types of barriers; (2) the effect of barriers is usually detrimental; (3) the seriousness of barriers remains constant over time and does not decrease; (4) the library or information system is exposed to the barriers and incorporates them from outside its operational environment; (5) the library or information system, which essentially exists to promote access to published information, also causes barriers; and (6) the method for measuring the seriousness of the barriers seems sound. The primary recommendations include identifying barriers within library or information systems so they can be removed or reduced; having researchers, editors, and publishers assume more responsibility in ensuring fewer barriers to their published materials; and activating library and information systems in the information life cycle. Sixty-one tables and 9 figures supplement the text. (385-item bibliography) (SD)

ED 322 996 PS 018 975

Butler, Bill
Summer Adventure: You Can Make It Happen in Your Community.
PUB DATE- 90
NOTE- 17p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Involvement; Community Programs; Elementary Education; Elementary School Students; *Enrichment Activities; Individual Development; Kindergarten Children; Learning Activities; *Physical Activities; Program Descriptions; Program Effectiveness; *Self Expression; *Student Motivation; *Student Projects; *Summer Programs; Urban Programs

Summer Adventure, a university-based, full-day, community education program for kindergartners and elementary students is described. The program offers physical and enrichment activities, an "extravaganza," and production and leadership in training activities. The physical activities include golf, swimming, volleyball, and gymnastics. Fitness tests are given. The enrichment activities have been developed for specific grade levels in the areas of fine arts, crafts, science, math, drama, music, expressive communications, computers, sign language, literature, foreign language, nutrition, and social development. The "extravaganza" offers adventure and enrichment through programs designed to entertain children and introduce them to a variety of new and interesting topics. The production and leadership activities offer fifth through eighth graders opportunities to develop special presentations on their own by using stage, drama, radio, television, journalism, literature, song, or dance. Concluding discussion recounts successes of the increasingly popular program. (RH)

ED 323 010 PS 019 014

Bell, Warren A.
Organizing a Program To Increase Fitness Levels in Fourth Grade Students.
PUB DATE- Feb 90
NOTE- 78p.; Master's Practicum Report, Nova University. Photographs may not reproduce clearly.

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Athletic Equipment; Child Health; *Curriculum Enrichment; *Elementary School Students; Exercise; Grade 4; Intermediate Grades; *Physical Activities; Physical Education; Physical Education Facilities; *Physical Fitness; *Playground Activities; Program Implementation; Running
An experienced physical education teacher designed and implemented an 11-week practicum intervention meant to supplement physical education classes and improve the physical fitness of fourth graders with low scores in areas of the Chrysler/Amateur Athletic Union Fitness Test (C/AAUFT). Particular attention was given to the improvement of test scores in the areas of cardiorespiratory endurance and upper body strength. The practicum also aimed to teach students to take responsibility for developing fitness programs and to initiate self-actualization activities that would meet their needs for good physical fitness. A Runners' Club was organized and a fitness course of 10 stations was constructed. Stations provided a tire run, swinging bars, climbing net, fireman's pole, monkey bars, chin-up bars, parallel bars, vault bar, balance beam, and climbing fence. Fourth grade teachers supervised fitness activities during recess on an every-other-day basis for 10 weeks. Runners' Club awards were provided by local businesses. Practicum evaluation data indicated that the intervention significantly improved students' health-related fitness test scores on the updated, 1988-89 C/AAUFT. Appendices include pretest fitness results, a teacher attitudes survey, an attendance chart, a chart for recording number of laps run, and a list of Runners' Club awards. (RH)

ED 323 064 RC 017 718

Avila, David; And Others
Hispanic Youth Dropout: An Exploratory Study.
PUB DATE- 84
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Dropout Characteristics; Dropout Research; Dropouts; High Risk Students; High Schools; *High School Students; Hispanic Americans; *Mexican American Education; *Potential Dropouts; *Rural Urban Differences; *Student Attitudes; Surveys
IDENTIFIERS- *Arizona (Phoenix); Risk Factors
Dropout rates for Hispanic students are approximately twice those of white Anglo students. This paper reviews the literature on dropout and examines the effects of self-esteem, career and school expectations, family structure, and English language proficiency on the Hispanic youth's decision to drop out. A questionnaire was completed by 139 Hispanic students in an urban Phoenix high school and a rural high school outside of Phoenix. For both samples, the mean age was 16.5 years and most subjects: (1) were male; (2) came from intact families; (3) had parents with low educational attainment; and (4) spoke some Spanish at home. Thirty percent of total subjects reported Spanish as the primary home language. Over 70% of both urban and rural students felt that the following factors contributed to dropping out: family problems, drugs, alcohol, pregnancy, entrance into military, and attendance problems. The urban sample cited family problems, money problems, employment, expulsion, and attendance problems significantly more often than did rural students, while rural students gave more importance to language problems and illness than did urban students. Risk of dropping out was significantly related to having a dropout sibling and to poor school adjustment. Low positive relationships were found between remaining in school and both self-esteem and use of English at home. Remaining in school was not related to level of parental supervision, career expectations, parental work status, parental marital status, sex, or year in school. This report contains 100 references. (SV)

ED 322 735 FL 018 743

Sabandar, Jacob
Language Learning in Large Classes in Indonesia. Lancaster-Leeds Language Learning in Large Classes Research Project Report No. 9.
Lancaster Univ. (England). Dept. of Linguistics and Modern English Language.; Leeds Univ. (England). School of Education
REPORT NO.- ISBN-1-872351-08-5
PUB DATE- 89
NOTE- 20p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Class Size; Comparative Analysis; *English (Second Language); Foreign Countries; Higher Education; Language Teachers; *Program Design; Second Language Learning; *Second Language Programs; *Teacher Attitudes; Teacher Supply and Demand
IDENTIFIERS- *Hasanuddin University (Indonesia); *Universitas 45 (Indonesia)
The English language teaching situation at Universitas '45, a recently opened private university in Indonesia, is described and compared to that at Hasanuddin University, a more established, public university nearby. The situation at Universitas '45 is characterized by increasingly large student numbers and a severe teacher shortage. Teachers have complained about large classes, and it has been found to be impossible to reconcile the achievement of the university's objectives with the actual classroom situation. This has led to declining achievement, threatening the institution's popularity. Relaxing academic standards has improved student motivation, but class size prevents teachers from capitalizing on it. Negotiation with the institution's administrators about class size requires great delicacy, and the largest obstacle is the widespread perception that large classes constitute a problem that is neither interesting nor soluble. A survey of 28 lecturers at Universitas '45 concerning classroom management, teaching and learning, evaluating students' progress, time allocation, and instructional aids suggests that the problems of large classes seriously affect classroom management. Solutions to those problems are urgently needed. (MSE)

ED 322 842 HE 023 784

Kole, James P.
The Development of an Instrument To Assess Attitudes toward Independent Learning of Adult Students.
PUB DATE- Aug 87
NOTE- 160p.; Ph.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Attitude Measures; Distance Education; External Degree Programs; Higher Education; *Independent Study; Learner Controlled Instruction; Measurement Objectives; Negative Attitudes; Part Time Students; Reliability; *Student Attitudes; Surveys
IDENTIFIERS- Nova University FL; *Student Surveys
An investigation was conducted for the purpose of creating a valid and reliable instrument that could serve the Nova University (Florida) Programs for Higher Education (PHE) central administrative and field staff in counseling new field-based doctoral students who have exhibited less positive or negative attitudes toward independent learning. Adult educational leaders were canvassed for advice on assessment instruments and strategy development. The components that make up a high independent learning style were first determined and eventually combined with attitude items (about 8 per component) to create the initial 79 item "Student Survey" instrument used to assess student attitudes toward independent learning. The completed survey given to 167 students (71% responded) was revealed, through factor analysis, to have construct validity. A final instrument, Adult Attitudes Toward Independent Learning Scale, was also shown to have a reliability coefficient of .94 using the Guttman split-half method. Recommendations were made for administering these assessment surveys during various student academic years and developing methods for determining predictive validity as well as detailed procedures to identify those students who hold low or negative attitudes toward independent learning. Appropriate interventions were encouraged in dealing with students with negative attitudes toward independent learning. Contains 61 references and the survey instruments are appended. (GLR)

ED 322 856 HE 023 808

Earned Degrees Conferred: 1986-87 to 1992-93. Targeted Forecast.
National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 4p.; Data Series: TF-89-3.0.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; *Degrees (Academic); Doctoral Degrees; Higher Education; Masters Degrees; *Prediction; Professional Education; Trend Analysis

Data on earned degrees conferred are presented by level of degree, both estimated (1986-87 and 1987-88), and forecast (1988-89 to 1992-93). It is forecast that the number of bachelor's degrees for 1988-89 will remain unchanged from the 1987-88 level, while master's degrees will be down slightly. For 1988-89 through 1992-93, it is projected that the number of associate's degrees and bachelor's degrees will decrease, while the number of master's degrees, doctor's degrees, and first-professional degrees will remain stable. Technical notes explain the methodology, forecast accuracy, and data sources. (JDD)

ED 322 886 IR 014 585

Geller, Henry; Lampert, Donna

Charging for Spectrum Use.
Benton Foundation, Washington, DC.
PUB DATE- 89
NOTE- 44p.; Project on Communications & Information Policy Options. For related papers, see IR 014 583-584.
AVAILABLE FROM- Policy Options Project, Benton Foundation, 1776 K Street, NW, Washington, DC 20006 ($6.50 per copy, $33.00 for boxed set of eight papers.)
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Federal Legislation; *Federal Regulation; Fees; *Government Role; Policy Formation; Programing (Broadcast); *Radio; *Telecommunications; *Television
IDENTIFIERS- Federal Communications Commission
This paper, the third in a series exploring future options for public policy in the communications and information arenas, argues that the communications spectrum--e.g., public mobile service, private radio, and domestic satellites--is a valuable but limited resource that should benefit all Americans. After a background discussion, it is recommended that a spectrum-charging scheme be implemented. It contends that: (1) such a scheme would create an economic incentive for efficient use of the spectrum; (2) less time and money would be wasted in awarding a license; and (3) the most important, the U.S. public would benefit from the inherent value of the spectrum, with the monies then used to promote public telecommunications, public interest programming, and minority ownership of broadcast facilities. The paper concludes by suggesting that charging for the spectrum is particularly appropriate now in light of the weakness of traditional broadcast public trustee regulation and the growing demands on the spectrum overall. (DB)

ED 322 901 IR 053 182

Timberlake, Pat; And Others
Library Services to Undergraduates. Final Report.
Missouri Univ., Columbia. Library.
PUB DATE- 18 Jul 89
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Libraries; Higher Education; Library Automation; *Library Collections; *Library Cooperation; *Library Facilities; Library Instruction; *Library Services; Online Catalogs; Public Relations; Reference Materials; *Undergraduate Students
IDENTIFIERS- Libraries of the Missouri Information Network

In June 1988, the Director of the University of Missouri-Columbia libraries appointed a five-person task force to evaluate the libraries' service to undergraduates. The task force undertook an intensive year-long study of four areas: services, collections, facilities, and cooperation with other academic units. Twenty staff members were recruited to serve on subcommittees which were charged with describing, assessing, and making recommendations in each of these areas. Most of the study focused on service provided at the Ellis Library, but service to undergraduates in the branch libraries was also appraised. A common theme of the recommendations was the need for more publicity about library services. The subcommittee advised that the libraries develop a public relations program to publicize its services and designate a staff member to coordinate and implement the program. Recommendations carried out during the period covered by the study include: the installation of professionally produced signs; the hiring of two additional full-time shelving staff members and relocation of the shelving room; discontinuation of the practice of circulating bound journals to undergraduates in an effort to make the journals more available to all; and consolidation of the oversized book collection. (SD)

ED 322 916 IR 053 233

In Service to Iowa: Public Library Measures of Quality. Second Edition.
Iowa State Library, Des Moines.
PUB DATE- 89

NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accreditation (Institutions); *Evaluation Methods; Library Administration; Library Expenditures; *Library Planning; *Library Role; *Library Services; Library Standards; Long Range Planning; *Measurement Techniques; Policy Formation; *Public Libraries; State Programs
IDENTIFIERS- Iowa; Output Measures for Public Libraries

This manual is designed to serve as a textbook outlining sound library administrative practices or as an aid in policy development. The basics of good library services are described, and libraries are encouraged to choose services appropriate for their situation, plan for them, and measure their effectiveness. Ninety performance measures outline quality library service in six major areas: (1) governance, administration, and funding; (2) staffing; (3) collections; (4) services; (5) public relations; and (6) access and facilities. These performance measures are intended to encourage the ongoing development of consistent and high quality library services through the identification of relevant policies, service levels, role selection, and output measures. More emphasis is placed on planning and role setting than on statistics. The conflict between general standards and the belief that each library must determine its own role in the community is also addressed. Appended materials include a model ordinance, sample library service policies, guidelines to formulating a community study, recommended minimum holdings, a space needs worksheet, criteria for State Library of Iowa certification, a glossary of relevant terms, and a 19-item bibliography. (SD)

ED 323 024 PS 019 032

Katz, Lilian G.
Overview of the IEA Preprimary Project.
PUB DATE- 15 Sep 90
NOTE- 12p.; Paper presented at the meeting of the Palais des Congres (Brussels, Belgium, September 15, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Day Care; Early Childhood Education; *Individual Development; International Programs; Preschool Education; Program Descriptions; *Quality of Life; *Research Design; *Research Projects; *Young Children
IDENTIFIERS- *Program Characteristics; *Questions
The aims of the International Education Association's Preprimary Project are to examine developmentally relevant characteristics of the socialization environments of 4-year-olds in participating countries, and to ascertain the relationships between those characteristics and selected developmental outcomes. Phase I of the project consists primarily of a household survey of families. The survey concerns families' use of early childhood care and educational services and family characteristics. Phase I questions include the following: (1) In what settings are the 4-year-old children cared for? (2) What is the child's day like? (3) Who pays for the support of the settings, and what services are included in them? (4) Why are children placed in the settings? (5) What is the nature of the relationships between parents and caregiving settings? A major focus of the project is an attempt to arrive at an accurate picture of what it feels like to be a 4-year-old in the settings in which they are participants. In general, quality of life affects long-term development more powerfully than features of the environment. When adults' and children's views of the world diverge beyond an optimal extent, the child's view of the world provides the most predictive information. (RH)

ED 323 038 PS 019 058

State Legislative Summary: Children, Youth, and Family Issues: 1989.
National Conference of State Legislatures, Denver, CO.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; Foundation for Child Development, New York, N.Y.; Office of Child Support Enforcement (DHHS), Washington, DC.
REPORT NO.- ISBN-1-55516-628-8
PUB DATE- Jan 90
NOTE- 177p.
AVAILABLE FROM- National Conference of State Legislatures, 1560 Broadway, Suite 700, Denver, CO 80202 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Childhood Needs; *Family Problems; *Family Programs; Financial Support; Guidelines; Program Administration; Program Implementation; *State Legislation; Training
IDENTIFIERS- *State Regulation

Representing a continuing effort to document and track legislative activity on issues critical to families, this publication provides a compilation of brief summaries of all legislation enacted up to the end of August, 1989 by 48 states and Puerto Rico. Included are bills covering 16 major public policy topics related to children, youth, and families. The topics are: abuse and neglect; child care/early childhood education; child health; child mental health; child support enforcement; child welfare; custody and visitation; domestic violence; family law; general children, youth, and family administration and organization; juvenile justice; kidnapping or missing children; public assistance; substance abuse and control; teenage pregnancy; and youth at risk. Excepting preschool education, education issues are not included unless they are related to other topic areas, such as teen pregnancy and substance abuse. No legislation from Kentucky is included, since that state's legislature did not meet in regular session during the year. Legislation passed or signed into law after August 30, 1989, or not received by the National Conference of State Legislatures prior to that date, is not announced. States affected by this limit are California, Illinois, Massachusetts, Michigan, New Jersey, Ohio, and Pennsylvania. Included in the publication is a glossary of acronyms and a state-by-state list of enacted legislation that organizes the bills by state, topic, and bill number. (RH)

ED 322 721 FL 018 699

Ytsma, Jehannes
School Children's Language Attitudes in Friesland.
PUB DATE- Jun 90
NOTE- 18p.; Paper presented at the Annual Meeting of the International Communication Association (40th, Dublin, Ireland, June 24-29, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Attitude Measures; Bilingualism; Children; Dutch; Elementary Education; Foreign Countries; *Language Attitudes; Sex Differences; *Student Attitudes; Uncommonly Taught Languages
IDENTIFIERS- *Frisian; *Netherlands (Friesland)
A study investigated the attitudes of primary school children in Friesland, the Netherlands' only bilingual province, toward Frisian, the minority language. Subjects were 142 pupils, 46 Dutch-speaking and 96 Frisian-speaking, from four primary schools in small villages. Sixty-nine of the children were in grade 5 and 73 were in grade 8, with an age level of approximately 9 and 12 years old. Two methods were used to assess pupil attitudes, including: (1) a 10-item Likert scale dealing with Frisian at school, oral use of Frisian, symbolic value of Frisian, a global evaluation of Frisian, Frisian on television, and pupil feelings of ethnicity; and (2) response to 4 language fragments using the matched-guide technique. The younger children's general command of the language was assessed with a cloze test. Analysis of the results confirm earlier findings about children's attitudes toward prestige and solidarity in relation to standard and non-standard languages. The Frisian-speaking children were neutral about their language, and the Dutch-speaking children were strongly negative. Frisian-speaking students' attitudes became less favorable as they became older, perhaps reflecting a shift in perception of Frisian's solidarity value. Boys judged the status of Frisian as lower than the girls perceived it. Further research is recommended. A 21-item bibliography is included. (MSE)

ED 322 750 FL 018 759

Lehtonen, Jaakko
The Role of National Stereotypes in Intercultural Communication.
PUB DATE- Apr 90
NOTE- 11p.; Paper presented at the Meeting of the World Congress of Applied Linguistics (9th, April 15-21, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Awareness; *Cultural Interrelationships; Foreign Countries; *International Communication; *International Relations; Role Perception; Self Fulfilling Prophecies; *Stereotypes
IDENTIFIERS- Finland; Sweden
The issue of the expansion of international interaction and cultural stereotypes, and their effect on the levels of communicative competence and the willingness to participate in international cooperation is addressed. One specific form of national stereotype, the reflected autostereotype, is described. An examination of reflected autostereotyping is made using the Finnish society and its overall relationship with Swedish society as an example of how cultural stereotyping, usually showing up in national languages, inhibits effective communication and stifles cooperation and coexistence. Some study results are revealed that indicate that Finns, because of their anticipation of negative outcomes from communications with foreigners, avoid such contacts. Other evidence points to a general weakness of the Finnish ego that would explain their stereotypes. The overall problems of Finnish intercultural skills, their perception of the self and their stereotypic prejudices against foreign cultures, are seen as not easily solvable. Behavior and attitude change are seen as key, but there is no established methodology to date that would appear to be effective enough or not burdened with many problems in implementation. (GLR)

ED 322 782 FL 018 798

Mendikoetxea, Amaya
Processing Relative Clauses in Basque and Spanish.
PUB DATE- 89
NOTE- 34p.; In: York Papers in Linguistics 14; see FL 018 786.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basque; Comprehension; Contrastive Linguistics; Language Patterns; *Language Processing; Language Research; Linguistic Theory; Second Language Learning; *Sentence Structure; *Spanish; Uncommonly Taught Languages
IDENTIFIERS- *Relative Clauses
Two competing hypotheses about speech processing were examined in two experiments. The hypotheses were that: (1) people rely on the configurational properties of sentences in relative clause (RC) processing; and (2) people rely on the grammatical roles of the noun phrases involved in relativization in RC processing. The first experiment used a comprehension task to test native speakers of Spanish, a VO language, learning Basque, an OV language. The results provide strong support for the idea that the configurational properties of sentences play a crucial role in language processing, as opposed to the idea that it is the grammatical relations holding between elements of a sentence that affect the relative difficulty of processing . The second experiment tested native speakers of English, a VO language, learning Spanish, another VO language. This experiment, while failing to provide support for either hypothesis, raised an interesting theoretical issue: that when parameters have to be reset in the second language learning, acquisition is hindered considerably. (MSE)

ED 322 812 HE 023 631

Indiana College Placement and Assessment Center (Discussion Item).
Indiana State Commission for Higher Education, Indianapolis.
PUB DATE- 9 Jun 89
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Agenda Setting; *Assessment Centers (Personnel); Budgeting; College Preparation; Database Design; Higher Education; High School Freshmen; Information Dissemination; *Program Design; *Student Placement
IDENTIFIERS- *Indiana; Indiana Commission for Higher Education

The report reviews the accomplishments of the Indiana College Placement and Assessment Center during its second year (1988-89) of statewide service. The report reviews the background of the Center since its inception in 1986 at which time it was charged with the responsibility of developing a data base involving, and the capacity for communicating individually with, 4,000 ninth grade students and their families. The Center's communications with participating ninth graders, which included a student/parent survey of preparedness for higher education, a toll-free telephone hotline, counseling activities, and a computer network are described. A table showing the Center's budget for 1988-89, and a calendar of its major activities during this time are also provided. Finally, its plans and prospects for the future are discussed with specific attention to what the Center expects to accomplish with expanded funding in 1989-91 and how the next round of bidding to provide the Center's services will proceed. (GLR)

ED 322 828 HE 023 761

Bluestone, Barry; And Others
Financing Opportunity for Post-Secondary Education in the U.S.: The Equity Investment in America Program.
Economic Policy Inst., Washington, DC.
PUB DATE- 90
NOTE- 38p.; Paper presented at a press conference (Washington, DC, June 28, 1990).
AVAILABLE FROM- Economic Policy Institute, 1730 Rhode Island Avenue, NW, #812, Washington, DC 20036 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Credit (Finance); Educational Economics; *Educational Equity (Finance); Financial Support; Government Role; Higher Education; Loan Repayment; *Paying for College; Postsecondary Education; *Student Loan Programs
IDENTIFIERS- Internal Revenue Service; *Social Security
A proposal written by a group of economists suggests investing a portion of the Social Security surplus in a revolving loan fund designed to enable American students and workers to finance their own post-secondary education, vocational training, or re-training. The plan would make available to every American a line of credit to finance the costs of college or university education, or vocational training, or apprenticeship programs. Under the program, loans would be available to all students, middle-class and poor students alike, and would be paid back by means of a levy on future earnings to be collected by the Internal Revenue Service through payroll deductions. Up to a lifetime total limit of $40,000 would be available for tuition, fees, and living expenses for students at accredited colleges, universities, or licensed training schools. Borrowers could take up to 25 years to repay their loans. An income adjustment plan would grade repayments depending on income level. The claim is made that, across all participants in the system, the combination of increasing income, IRS collection of loan repayments, and long repayment schedules will result in full repayment to the Social Security system. Twenty-eight endnotes and 20 references are included. (Author/GLR)

ED 322 857 HE 023 809

Jaeger, Richard M.; And Others
A Project To Enhance the Educational Research Awareness of Faculty in the Historically Black Institutions of the University of North Carolina. Final Report.
North Carolina Univ., Greensboro. Center for Educational Research and Evaluation.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Oct 89
NOTE- 47p.
CONTRACT- 551030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Colleges; *Black Teachers; College Faculty; Conferences; *Educational Research; Educational Researchers; *Faculty Development; *Faculty Fellowships; Faculty Publishing; Higher Education; Mentors; Minority Group Teachers; Program Evaluation; Program Implementation; Workshops
IDENTIFIERS- *University of North Carolina

This project was designed to demonstrate an effective means of ameliorating the problem of severe underrepresentation of minority faculty members (black faculty members in particular) among active educational researchers in the United States. It sought to address this problem by increasing opportunities for selected faculty in the historically black institutions of the University of North Carolina to engage in educational research, and by increasing the awareness of senior academic officers at those institutions of the types of support faculty must have to conduct research. In addition, the project worked to strengthen a network of existing educational research partnerships among the participating universities, minority educational researchers at universities throughout the United States, and the educational research faculty at the University of North Carolina at Greensboro. Project activities included selection of Educational Research Fellows, a mentorship program, seminars, workshops, and attendance at and participation in education conferences. Workshops focused on effective oral presentation of research findings, writing effective grant proposals and scholarly journal papers, advanced research methods, research use of microcomputers, and structural equation modeling. This final report describes project activities and project evaluation. Appendices contain a list of the Educational Research Fellows, program schedule for a project-sponsored conference, and an evaluation crosswalk document. (JDD)

ED 322 872 HE 023 845

Annual Evaluation Report, Fiscal Year 1988.
Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- 89
NOTE- 351p.
AVAILABLE FROM- Office of Planning, Budget and Evaluation, Planning and Evaluation Service, 400 Maryland Ave., SW, Washington, DC 20202-4132.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Bilingual Education; Educational Improvement; Educational Research; Elementary Secondary Education; Federal Aid; *Federal Programs; Higher Education; Postsecondary Education; Program Administration; *Program Descriptions; *Program Evaluation; Program Improvement; Vocational Education

This 18th annual report to the United States Congress on federally funded education programs provides information on 117 programs, covering their activities as of September 30, 1988. Program descriptions are grouped under the appropriate administering office: Office of Elementary and Secondary Education, Office of Bilingual Education and Minority Languages Affairs, Office of Special Education and Rehabilitative Services, Office of Vocational and Adult Education, Office of Postsecondary Education, and Office of Educational Research and Improvement. An appendix lists evaluation contracts active in the Office of Planning, Budget and Evaluation during fiscal year 1988. For each program, some or all of the following types of information are included: program profile (legislative authority, purpose, funding history); fiscal year 1988 program information and analysis (population targeting, services, program administration, outcomes, improvement strategies); sources of information; planned studies; and contacts for further information. (JDD)

IR

ED 322 943 JC 900 411

Eisele, G. Richard; And Others
Teaching for Development: A Handbook for CCV Instructors.
Community Coll. of Vermont, Waterbury.
PUB DATE- Jan 89
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Cognitive Style; College Role; Community Colleges; Course Objectives; *Course Organization; Faculty Development; Faculty Handbooks; Grading; Institutional Characteristics; Instructional Improvement; Learning Strategies; Mission Statements; *Nontraditional Education; Teacher Improvement; *Teacher Orientation; *Teaching Methods; Two Year Colleges
IDENTIFIERS- *Vermont

Designed to acquaint new instructors at the Community College of Vermont (CCV) with the workings of the college and to offer all instructors some thoughts and tips to enhance their teaching experience, this handbook presents a mix of information on theory and practice of teaching and learning and on practical administrative matters. Following introductory information on using the handbook, part I provides a brief history of CCV from its beginnings in 1968 to its present status as an established nontraditional college serving over 5,000 students a year. This section includes descriptions of CCV's mission, philosophy, degree program, faculty, and staff, and provides answers to commonly asked questions. Part II discusses teacher roles and goals, and presents a brief overview of adult learning theory and ways that instructors can facilitate student development. This section also reviews a specific approach to understanding learning styles, and discusses gender issues that are related to the teaching-learning process. Part III examines course planning strategies, describing the process of developing learning objectives, and explains how to plan assessment and evaluation approaches, determine completion requirements, and select special resources for course enhancement. The final part of the handbook provides tips for delivering effective lectures, leading discussions, using small groups, and employing various experiential learning exercises. Appendixes include a sample course description, a list of available instructor bulletins, a taxonomy of terms for use in writing course objectives, guidelines for designing a grading scheme, and samples of student and instructor evaluations. (JMC)

ED 322 956 JC 900 447

Palmer, Jim
Accountability through Student Tracking: A Review of the Literature.
American Association of Community and Junior Colleges, Washington, D.C.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 103p.
AVAILABLE FROM- American Association of Community and Junior Colleges, One Dupont Circle, NW, Suite 410, Washington, DC 20036 ($15.00; $11.25 for AACJC members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Accountability; Articulation (Education); College Transfer Students; *Community Colleges; Data Collection; *Educational Assessment; *Followup Studies; Information Management; Literature Reviews; Models; Organizational Effectiveness; *Outcomes of Education; Program Effectiveness; Student Attrition; Transfer Programs; Trend Analysis; Two Year Colleges

IDENTIFIERS- *Longitudinal Student Tracking Reporting System; Texas
Designed for the community college practitioner who may be considering initiating a student tracking system, this report draws upon selected writings and other sources to examine the potential role of student tracking systems in student outcomes research. The report examines the limited scope of community college longitudinal studies conducted to date, reviews the problems encountered by those who have worked on the development of student tracking systems, and outlines many of the factors to be considered in longitudinally tracking student progress. The report is organized in four parts. Part 1 discusses the challenge of accountability, examining the relationship between matriculation policies and enrollment trends, and advocating research into student flow and progress as a corollary to reform. Program implementation problems are also reviewed in this section. Part 2 reviews selected longitudinal and student flow studies that have been conducted at the national, state, and local levels. Part 3 considers the concept and interpretation of "indicators," data used in longitudinal and non-longitudinal studies as proxy measures for student success. Part 4 examines student tracking systems themselves, suggesting useful models, discussing potential and identified problems, and proposing solutions. The report concludes with two appendixes, the first outlining the components of the Texas Longitudinal Student Tracking and Reporting (LONESTAR) system, and the other outlining a closely related system suggested by a panel of experts convened by the American Association of Community and Junior Colleges. (GFW)

ED 322 969 JC 900 466

Cicchetti, George
Cognitive Modeling and Reciprocal Teaching of Reading and Study Strategies.
PUB DATE- 90
NOTE- 85p.
AVAILABLE FROM- Cicchetti Associates, 90 Vaill Rd., Watertown, CT 06795 ($8.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Development; Community Colleges; Learning Modules; *Learning Strategies; Listening Comprehension; *Listening Skills; Notetaking; Reading Comprehension; *Reading Strategies; Student Participation; *Study Skills; Teacher Student Relationship; Test Wiseness; Thinking Skills; Two Year Colleges
IDENTIFIERS- *Cognitive Modeling; *Reciprocal Teaching
These two manuals, one designed for students and the other for instructors, offer information on the development of reading, listening, and study strategies. The student manual begins with information on the instructional approach that will be used and the characteristics of active readers, writers, planners, listeners, and students. The introductory section also outlines the changes between junior high, high school, and college in terms of study strategies, academic conditions and expectations, grading, and study skills. Subsequent sections focus on: (1) study strategies used by successful students; (2) planning and organizing study on a term and daily basis, and starting and completing assignments; (3) previewing strategies for identifying the most important topics in expository texts and fictional narratives; (4) comprehension monitoring strategies; (5) comprehension fix-up strategies; (6) identifying the writing patterns used by authors; (7) strategies for highlighting and taking notes in a text; (8) strategies for listening and notetaking during lectures; (9) preparing for exams; (10) study and memory strategies; and (11) strategies for taking exams. Each section is accompanied by a thinking guide outlining specific steps and activities. The teachers manual begins by reviewing the literature on reading comprehension instruction, the characteristics of passive students, and program goals. The manual contains guidelines concerning cognitive modeling and reciprocal teaching, activating and organizing students' prior knowledge, teaching concepts, visual mapping, and transfer of training. Finally, instructions for using each of the 11 modules in the student manual are provided. (GFW)

ED 322 982 JC 900 486

Spicer, Scot L.
Campus Views 1990.
Glendale Community Coll., CA. Planning and Research Office.
PUB DATE- Sep 90
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- Ancillary School Services; *Attitude Measures; College Administration; Community Colleges; Educational Quality; *Employee Attitudes; Employer Employee Relationship; *Job Satisfaction; Quality of Working Life; *School Surveys; *Teacher Attitudes; *Two Year Colleges; Work Environment
In 1986, and again in 1990, faculty and classified staff opinion surveys were conducted at Glendale Community College in California. The survey consisted of 136 questions divided into 6 sections: job satisfaction, personal information, working environment, campus management, educational goals, and student services. Results from the 1990 survey were compared to 1986 survey results. Responses were grouped into full-time faculty, hourly faculty, full-time classified staff, and part-time classified staff. Among the results of the survey were the following: (1) although approximately 50% of respondents rated job satisfaction as "highly" or "somewhat" satisfactory, there was a significant decline in the proportion of classified staff indicating that they were satisfied with opportunity for advancement, creativity, contribution, and support from the supervisor; (2) favorable impressions about the working environment were equal or slightly better than in 1986, except in regard to condition of bathrooms on campus, where both faculty and classified personnel satisfaction rates dropped significantly; (3) for the 1990 survey, 61% of faculty felt that campus governance had improved over previous years, while only 30% of classified staff were in agreement; and (4) both faculty and staff felt more emphasis should be given to achieving the educational goals of the college. Background to the development of the survey and detailed breakdown of responses to each question by employee group are included. (GFW)

ED 323 051 RC 017 698

Sanders, John R.
Considerations about the Costs and Benefits of the Rural Initiative Program Operated by the Regional Educational Laboratories, 1987-1990.
SPONS. AGENCY- Appalachia Educational Lab., Charleston, W. Va.
PUB DATE- 10 Apr 90
NOTE- 19p.; Paper presented at the American Educational Research Association Annual Meeting (Boston, MA, April, 1990).
AVAILABLE FROM- Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cost Effectiveness; Efficiency; Elementary Secondary Education; Evaluation Methods; *Program Effectiveness; Program Evaluation; Resource Allocation; *Rural Education
IDENTIFIERS- Office of Educational Research and Improvement; *Regional Educational Laboratories; *Rural Initiative Program
The Rural Initiative Program funds projects addressing specific rural education problems. Sample projects, chosen both by matching programs to selection criteria and by competition, include: staff development improvement, tele-teaching, expanded rural course offerings, and school-based entrepreneurship. This paper discusses cost analysis procedures employed by Congress, the Office of Educational Research and Improvement (OERI), and the Regional Educational Labs in conceptualizing, designing, developing, operating and evaluating the program. The paper describes and differentiates analyses involving cost effectiveness, cost benefit, cost utility, and cost feasibility. It examines decision criteria, values that underlie recommendations for action. The decision criteria discussed are: effectiveness, efficiency, adequacy, equity, responsiveness, and appropriateness. At each stage of program development, Congressional conceptualization, OERI program design, Regional Lab program proposal and development, and program operation, different types of cost analysis are applicable. In determining benefits, both the intended and unintended effects of the programs must be carefully documented. An initial list of unintended effects of these programs includes empowerment of rural educators, development of new rural organizations, increased institutional capacity of the Regional Laboratories, development of rural research, and heightened interest in rural education. This paper contains 20 references. (DHP)

ED 323 077 RC 017 735

Shotland, Jeffrey; Loonin, Deanne
Patterns of Risk: The Nutritional Status of the Rural Poor.
Public Voice for Food and Health Policy, Washington, DC.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Feb 88
NOTE- 175p.
AVAILABLE FROM- Public Voice for Food and Health Policy, Suite 522, 1001 Connecticut Avenue, N.W., Washington, DC 20036 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Eating Habits; Federal Aid; *Food; *Health Needs; Health Programs; Hunger; *Nutrition; *Physical Health; Poverty; *Poverty Areas; *Rural Population; Rural Urban Differences
IDENTIFIERS- Food Stamp Program; Summer Food Service Program; Temporary Emergency Food Assistance

Nutrition and health are underlying influences to education performance. This report is a collection and analysis of data on nutrition and the rural poor in the United States. It presents an empirical assessment of critical nutritional and social-service problems experienced by the rural poor population. The first section of the report uses data from two federal surveys to analyze the frequency of low-income rural America's intake of vegetables, nutrients, and selected fruit and vegetable groups. Section two includes survey information, literature reviews, and data analyses on barriers to participation by the rural poor in four key food-assistance programs. Results indicate that impoverished rural residents experience more nutritional problems than higher-income individuals and, often, more problems than the urban poor. Sources of vitamins A and C for the rural poor are especially inadequate. The disproportionate effect of poverty on the nutritional intake was greatest among children, especially the youngest group (2-5 years). Nutritional inadequacy was also greater among females than males. In the states surveyed, only 9.6% of America's poor children were served by the Summer Food Service Program compared with 11.8% of the metropolitan poor. The most critical barriers to participation by rural children were a lack of private non-profit sponsors, lack of outreach funding, insufficient reimbursement rates for rural areas, and eligibility rules that were too stringent. Similar administrative and logistical barriers are cited for the food stamp, Temporary Emergency Food Assistance, and food bank programs. The document recommends more private sponsorship, improved outreach efforts, and increased funding for rural food-service sites. (TES)

ED 322 765 FL 018 776

Culy, Martin M.
A Typology of Koine Relative Clauses.
Summer Inst. of Linguistics, Grand Forks, N. Dak.
PUB DATE- 89
NOTE- 27p.; In: Work Papers of the Summer Institute of Linguistics 1989, University of North Dakota Session, Volume 33; see FL 018 773.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Biblical Literature; Form Classes (Languages); *Grammar; *Greek; Idioms; *Language Patterns; Language Research; *Language Typology; Linguistic Theory; Pronouns; Structural Analysis (Linguistics); Syntax; Uncommonly Taught Languages
IDENTIFIERS- *Greek (Koine); *Relative Clauses
A concise typology of Koine Greek relative clauses is presented, drawing on data from the Greek New Testament. The analysis begins by pointing out that Koine uses the strategy of relative pronouns in all relative clauses. The other ways in which relative pronouns are used, in addition to introducing the relative clause, are then described. The position of the relative clause with relation to its head is discussed, arguing that only postnominal and internally headed relative clauses occur. Finally, the types of internally headed relative clauses found in Koine are described and three instances in which they function adverbially are examined. While the emphasis of the analysis is not on syntax, several potential problem areas for current transformational syntax are noted. Indexes to examples of phrase and clause types in the New Testament are appended, and a brief list of references is included. (MSE)

ED 322 693 EC 231 885

Beyond Ramps: Accessing Higher Education through Technology. A Disabilities Services Conference for Higher Education (Minneapolis, Minnesota, April 18-19, 1990).
Minnesota Community Colleges, St. Paul.; Minnesota Governors' Advisory Council on Technology, St. Paul.
PUB DATE- Apr 90
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Access to Education; *Appropriate Technology; *Assistive Devices (for Disabled); College Programs; Computer Uses in Education; *Delivery Systems; *Disabilities; Federal Legislation; Integrated Activities; Postsecondary Education; Program Development; Speech Synthesizers; State Programs; Student Responsibility; Student Rights; *Technology; Telecommunications; Transitional Programs; Vocational Rehabilitation; Word Processing
IDENTIFIERS- Technology Related Assistance Individ Disabil Act

The conference reported in this publication was funded by STAR (System of Technology to Achieve Results), a program of the Minnesota Governor's Advisory Council on Technology, under Public Law 100-407 (the Technology Related Assistance for Individuals with Disabilities Act of 1988.) The conference focused on the development and availability of technology to assist postsecondary institutions to provide services needed by students with disabilities. Following opening remarks by Rachel Wobschall, the texts of 13 papers are presented. The papers are: "The High Tech Centers for the Disabled" (Carl Brown); "Students with Disabilities: Rights and Responsibilities in Education" (Jay Brill); "'Low' Technology Assists to Higher Education" (Mary Kay Albanese); "Computer Technology at Normandale" (Tammi Anderson); "Resource Technology" (Scott Dehn); "Computer Word Processing and the Speech Synthesizer" (Richard Frederick); "The Achievement of a Dream" (Bennit Pittsley); and "State Service Panel Presentation" (Rachel Wobschall), which includes "Adaptive Technology As It Relates to Postsecondary Education" (Michael Dugan), "Telecommunications Access for Communication Impaired Persons" (William Lamson), "Transition Services" (Roger Strand), and "Vocational Rehabilitation Services Tailored to the Needs of the Individual" (Paul Bridges). The final paper in this compilation is "Planning Adaptive Computing Services in Post-Secondary Education: An Integrated Approach" (Darola Hockley). A conference agenda is provided. (JDD)

ED 322 797 FL 800 224

Women and Adult Literacy. Adult Education Newsletter, Volume 17 Number 1. Special Issue.
Teachers of English to Speakers of Other Languages.
PUB DATE- Jul 90
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Literacy; Adults; Classroom Techniques; Color; *English (Second Language); Females; Home Study; *Literacy Education; *Parent Participation; Preschool Education; Teacher Role; Tutoring; *Womens Education

Articles in this special issue of the newsletter of the Adult Education Interest Section of Teachers of English to Speakers of Other Languages (TESOL) address the following topics related to women and adult literacy: (1) dealing with failures in tutoring (E. Radick); (2) color as a key to teaching literacy (J. Langelier); (3) a preschool home study program for Hispanic families that involves parents (C. Weir); (4) a course for Southeast Asian women that integrates an entrepreneurial project with language and math instruction (J. Treat); and (5) a project bringing together sixth-grade Hispanic girls, their mothers, and notable successful Hispanic women from the community as role models (P. Rigg). Professional association news and book reviews are also included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 322 887 IR 014 586

Brindley, Jane E.
Attrition and Completion in Distance Education: The Student's Perspective.
PUB DATE- 87
NOTE- 120p.; Master's Thesis, University of British Columbia.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Adult Education; *Distance Education; Foreign Countries; Higher Education; Interviews; *Open Universities; *Student Attrition; Surveys
IDENTIFIERS- Athabasca University AB
This paper reports on an exploratory study which used Flanagan's Critical Incident Technique to examine students' experiences in taking their first distance education course. Specifically, the study asked what incidents hindered or facilitated persistence in the course, and if reports of experiences from completers of the course were different from those of non-completers. The 40 subjects for the sample were drawn at random from selected courses at Athabasca University, an open admission distance education institution serving students across Canada. Thirteen categories of student experience were noted, including student interaction with the institution, course content and design, pre-course preparation and prior expectations, and support from sources outside the university. It was further discovered that significant factors affecting attrition included: (1) background and defining characteristics of the student such as age, enrollment status, and gender; (2) academic variables such as study habits and course availability; (3) environmental variables such as finances, hours of employment, outside encouragement, and family responsibility; and (4) psychological variables such as perceived utility of studies, satisfaction, goal commitment, and stress. It is concluded that if retention strategies can be developed which will change students' experiences or the way in which they perceive or respond to certain experiences, attrition rates may be lowered. (DB)

ED 322 917 IR 053 235

Penchansky, Mimi B., Comp.; Schneider, Lois E., Comp.
Instructional Perspectives: A Dialogue between High School and College Librarians. Promoting Student Independence in the Library. An Annotated Selective Bibliography on the Theme of the 1990 LACUNY Institute.
City Univ. of New York, N.Y. Library Association.
PUB DATE- 90
NOTE- 35p.

AVAILABLE FROM- Library Association of the City of New York, Queens College, Flushing, NY 11367 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *College Libraries; Curriculum Guides; Higher Education; High Schools; *Learning Theories; *Library Cooperation; Library Services; *Library Skills; *School Libraries; Student Research; *Transitional Programs
IDENTIFIERS- Librarian Teacher Cooperation; New York City Board of Education; New York State Regents

Intended for use by high school and college librarians, this five-part annotated bibliography was compiled to suggest background readings and research related to the subject of the Library Association of the City University of New York (LACUNY) institute, "Instructional Perspectives: A Dialogue Between High School and College Librarians." Established by members of a task force of the Library Unit of the New York City Board of Education and the Office of Academic Affairs at the City University of New York, the institute was formed to consider ways of implementing the Secondary Library Media and Information Skills Syllabus for grades 7-12 in response to the New York State Board of Regents Action Plan To Improve Elementary and Secondary Education Results in New York. The institute agenda precedes the bibliography. Bibliographic entries cover: (1) research studies and reviews of research on information literacy (19 items); (2) cooperation between high school and college librarians (10 items); (3) problems and programs related to high school student use of academic libraries (19 items); (4) methodology of lesson plans, library activities, and evaluations (9 items); and (5) college and school cooperation (20 items). Some of the entries were derived from those available in various online databases and existing bibliographies. An author index follows the entries. (SD)

ED 322 931 IR 053 282

Fredenburg, Anne M.
Keeping the Special Library-Volunteer Initiative Going.
PUB DATE- Jun 89
NOTE- 17p.; Paper presented at the Annual Conference of the Special Libraries Association (80th, New York, NY June 10-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Involvement; Guidelines; Internship Programs; *Library Administration; *Library Personnel; Morale; Peer Relationship; *Special Libraries; User Needs (Information);

*Volunteers
The use of volunteers in special libraries is advocated in this report, which cites positive reasons for including volunteers among the library staff. (Bringing on volunteers during a budget crunch is not considered to be a positive reason.) The special library's relationship with the larger organization's volunteer department is mentioned as a key factor in creating a positive framework and solving organizational problems. Topics to discuss during an interview are suggested to help address mutual expectations before the volunteer assignment begins, and resources to make available to new volunteers are described--e.g., annual reports, department's procedure manual, articles on the history of the library. Some of the tasks highlighted as appropriate for volunteers include writing, collection development, and working with microcomputers. The levels of responsibility for regular staff and volunteers are differentiated, and other aspects of the relationship between staff and volunteers are explored. It is concluded that volunteers have been underutilized in libraries due to lack of expectations and limited vision of staff, and that volunteers may be one key to strengthening the library's commitment to the user. (6 references) (SD)

ED 322 997 PS 018 988

Fiene, Richard
State Child Care Regulatory, Monitoring and Evaluation Systems as a Means for Ensuring Quality Child Development Programs.
Pennsylvania State Office of Children, Youth and Families, Harrisburg.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
PUB DATE- Feb 86
NOTE- 16p.
GRANT- HHS/HDS-90-PD-10005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)

DESCRIPTORS- *Check Lists; *Compliance (Legal); Costs; *Day Care; Early Childhood Education; *Educational Quality; Models; *Predictor Variables; Program Evaluation; Quality Control
IDENTIFIERS- Program Characteristics; Program Monitoring; *Quality Indicators; *State Regulation
The development of a checklist for use in monitoring and evaluating the quality of child care services, and the implications of use of the checklist by day care providers, are discussed. Several research studies that used the indicator checklist model have attempted to determine whether compliance with state child care regulations has a positive impact on children and whether predictors of program quality can be identified. Findings have revealed that centers with low compliance scores have the lowest program quality scores; centers in substantial compliance have the highest program quality scores; and centers in full compliance have somewhat lower program quality scores than centers in substantial compliance. Regulatory and program quality items that correlated with program compliance and quality, including items related to effective administration, implementation of a child development curriculum, and parent participation, were identified. These results could have an impact on public day care policy related to day care regulation and monitoring. States can emphasize substantial compliance with the predictor and indicator items of the indicator checklist model. Two advantages of the model are that its use can: (1) reduce state costs for monitoring and licensing day care centers; and (2) save centers time. A list of child development program quality indicators is provided in Figure 2. (RH)

ED 323 011 PS 019 015

Brookes, Carolyn
Multi-Age Grouping: A Strategy for Reducing Truancy of At-Risk Children.
PUB DATE- Aug 90
NOTE- 60p.; Master's Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Attendance Patterns; *Curriculum Development; *Elementary School Students; Grade 1; Grade 2; Grouping (Instructional Purposes); *Kindergarten Children; *Nongraded Instructional Grouping; Primary Education; Program Descriptions; Summer Programs
IDENTIFIERS- *Developmentally Appropriate Programs; *Multi Age Grouping
An early childhood resource teacher implemented a practicum intervention designed to improve the school attendance of at-risk kindergartners and first and second graders in a low-income, inner-city area in central Florida. The intervention involved the transformation of self-contained, graded classrooms into primary units comprised of multi-age groups of children. In conjunction with the practicum, a similar pilot program was implemented in two other elementary schools. The goal of the primary unit at each school was to provide a developmentally appropriate program in a classroom climate that fostered a sense of belonging, developed self-confidence, and encouraged positive dispositions for learning. Evaluation data indicated that 18 percent of the students improved their attendance by an average of 7 percent. It is concluded that multi-age grouping enhances students' self-concept, improves their school sentiment, allows them the opportunity to learn at their own pace, and frees them of the shameful experience of failing a grade. Appendices provide data on students and surveys and evaluation instruments. (RH)

ED 323 065 RC 017 719

Morrow, Phyllis
Making the Best of Two Worlds: An Anthropological Approach to the Development of Bilingual Education Materials in Southwestern Alaska.
PUB DATE- Aug 87
NOTE- 338p.; Ph.D. Dissertation, Cornell University.
AVAILABLE FROM- University Microfilmes International, Inc., 300 N. Zeeb Rd., Ann Arbor, MI 48106.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alaska Natives; *Anthropology; Biculturalism; Bilingual Education; *Bilingual Education Programs; *Bilingual Instructional Materials; Cultural Background; *Cultural Education; Cultural Interrelationships; Eskimos; *Material Development; Multicultural Education; *Native Language Instruction; Program Development; Secondary Education; Yupik
IDENTIFIERS- Alaska (Southwest); *Yupik Eskimos
For the Yupik Eskimos of southwestern Alaska, a primary goal of bilingual-bicultural education is to forge a society that represents the "best of two worlds." While this is an expressed ideal, educational programs have focused on first and second language learning and have not dealt with the relationship between Yupik and non-Yupik cultures or with the concept of culture change. This thesis describes a secondary-level bilingual-bicultural program designed by an anthropologist to address such issues. Background information is provided on Yupik culture and language and on the history of bilingual education in the region. The results of a survey of parent, teacher, student, and administrator opinions of bilingual education are summarized. The collaboration of the ethnographer with Native teachers in the development of instructional materials and methods is discussed. The paper discusses in detail the program projects that guide students to examine personal values in light of Yupik tradition and current social, economic, and political conditions. These projects include: (1) student interviews with community members; (2) radio broadcasts in Yupik by students; (3) two projects demonstrating the effects of technological change on culture; (4) a board game focusing on historical and contemporary aspects of subsistence; (5) a "card" game teaching Yupik kinship terminology and roles; and (6) development and publication of a Yupik language book on traditional religion and ceremonies. This thesis contains 96 references. Appendices contain notes on Yupik language terminology, spelling, and pronunciation. (SV)

ED 322 707 FL 018 050

Ingram, D. E.
The Case for Italian.
PUB DATE- Jun 89
NOTE- 31p.; Paper presented at a Conference on the Teaching of Italian (Queensland, Australia, June 28-29, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Awareness; *Cultural Context; *Educational Needs; Foreign Countries; *Italian; Policy Formation; Public Opinion; Public Policy; *Relevance (Education); Second Language Instruction; *Second Language Programs
IDENTIFIERS- *Australia
While Australian policy supports cultural diversity and promotes language instruction, public attitudes and the resources available for language education are not favorable. The lack of progress may be attributed in part to the nature of decision-making processes, resulting in unbalanced and ill-conceived policy. National language policy-making proposes a theory about the nature of society's language needs at the societal, group, or individual level, and how to meet those needs. Australian language policy has been more influenced by political and economic factors than by actual needs. The most fundamental reason for language learning is the mind-broadening effect of cultural exposure, followed by general educational enrichment, development of cross-cultural communication and cooperation, and economic development. Instruction in Italian is justified for the same reasons that any other language might be taught, and also because it is a major community language, a major world language, the language of a major trading partner, a language of great cultural significance, and one of the languages of the western civilization to which Australia owes much of its cultural, political, and social origins. (MSE)

ED 322 736 FL 018 744

Smith, Kari
Let Your Students Write Their Own Tests.
PUB DATE- Mar 90
NOTE- 14p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (24th, Dublin, Ireland, March 27-30, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English (Second Language); Foreign Countries; *Formative Evaluation; *Language Tests; Second Language Instruction; Self Evaluation (Individuals); *Student Developed Materials; Student Motivation; *Test Construction
IDENTIFIERS- *Israel
Where English as a Second Language is taught as part of the regular school curriculum, student motivation may be limited. One solution is to encourage involvement in learning by having students write their own tests. For classroom tests used in formative evaluation, this approach can be applied to both group and individual work. A unit from an Israeli textbook and a unit on a short story illustrate the method. After reading the text and completing the accompanying exercises, the teacher reviews the unit with the class. The students' task is to discover what new material the unit contains and how it is presented and practiced, working in small groups. The groups are asked to choose what they think should be tested, and to write the test and answer key using the guidelines provided. The teacher corrects the tests. If the exercise is used primarily for teaching, the tests can then be administered and corrected by the working groups. If the tests are used for grading, the teacher extracts the items to be included in the actual assessment. Where group work is not feasible, the same process may be followed with individuals. A similar procedure applies to writing tests for literary texts. (MSE)

ED 322 766 FL 018 777

Weber, David
A Morphological Parser for Linguistic Exploration.
Summer Inst. of Linguistics, Grand Forks, N. Dak.
PUB DATE- 89
NOTE- 14p.; In: Work Papers of the Summer Institute of Linguistics 1989, University of North Dakota Session, Volume 33; see FL 018 773.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Algorithms; *Computational Linguistics; Computer Oriented Programs; Computer Software; Dialect Studies; *Grammar; *Language Patterns; Language Research; Linguistic Theory; *Morphology (Languages); Research Methodology; *Research Tools
IDENTIFIERS- *Parsing
The computerized morphological parser, AMPLE, grew out of work in computer assisted dialect adaptation. AMPLE contains no language-specific code, but is controlled entirely through external, user-written files, the notations of which were designed for linguists. AMPLE's constructs are linguistic: e.g., allomorph, morpheme, conditioning environment, co-occurrence constraint, etc. The fundamental algorithm is to: (1) discover all possible decompositions of a word into allomorphs; and (2) to eliminate those that fail any conditions, constraints, or tests imposed by the user. This match-and-filter algorithm allows a highly modular approach to morphological parsing. Strong rejection of incorrect analyses is achieved by the combined effect of diverse filters, each expressed simply in a notation appropriate to the phenomenon. AMPLE is a good tool for exploring morphology because of the flexibility resulting from this modularity, and it is usable by computationally unsophisticated linguists because its notations are linguistic rather than computational. (MSE)

ED 322 813 HE 023 632

Annual Report of the Commission for Higher Education Presented to the Governor and the Indiana General Assembly.
Indiana State Commission for Higher Education, Indianapolis.
PUB DATE- Dec 89
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; College Preparation; Educational Improvement; *Educational Objectives; Educational Planning; Educational Technology; Enrollment; Higher Education; *Postsecondary Education; *Program Evaluation
IDENTIFIERS- Indiana Commission for Higher Education

This annual report of the Indiana Commission for Higher Education summarizes the planning initiatives on which it took action in 1989 and also gives a progress report on those initiatives which were begun in 1989 and have not yet been completed. The activities which were acted upon by the Commission and include: (1) efforts to improve college participation and preparation for postsecondary education; (2) efforts to strengthen postsecondary technical, professional, and graduate education; and (3) efforts to improve the use of technology in instruction. Appendixes include a summary of recurring Commission staff reports, lists of new degree programs which were approved and degree programs which were eliminated in 1989, and an annotated bibliography of background working papers and reports. (GLR)

ED 322 843 HE 023 786

Non-credit Instructional Activities July 1, 1989 through December 31, 1989 with Trend Information from 1983. Report No. 20-90A.
State Univ. of New York, Albany. Central Staff Office of Institutional Research.
PUB DATE- Jul 90
NOTE- 594p.
AVAILABLE FROM- Central Staff Office of Institutional Research, State Univesity of New York, State University Plaza, Albany, NY 12246.
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Reports - General (140) Numerical/Quantitative Data (110)
DESCRIPTORS- Classification; College Faculty; *College Programs; Higher Education; Institutional Research; *Noncredit Courses; Program Descriptions; School Business Relationship; School Registration; Tables (Data); Trend Analysis; Units of Study
IDENTIFIERS- *State University of New York

The monograph presents, in tabular form, data from a biannual survey on the non-credit instructional activities of the State University of New York (SUNY). The steadily increasing number of non-credit instructional activities offered, especially at the community college level, possibly due to the availability of state funds to help community colleges conduct training for local businesses and industries is noted. Part I includes information on non-credit activities and registrations from a SUNY-wide perspective; Part II provides non-credit trend data from 1983 through 1989; Part III includes a listing of all non-credit activities offered at SUNY colleges and universities from July 1, 1989, through December 31, 1989, by subject areas. A map locating the institutions of the State University, a chronology of dates of establishment of institutions of the State University of New York, and a list of publications from the Office of Institutional Research are also provided. (GLR)

ED 322 902 IR 053 214

Moran, Irene E., Ed.
The Library Public Relations Recipe Book.
American Library Association, Chicago, IL. Library Administration and Management Association.
PUB DATE- 78
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Involvement; *Financial Support; Graphic Arts; Library Extension; Library Services; *Newsletters; News Writing; *Outreach Programs; *Publicity; *Public Libraries; *Public Relations; Writing Skills

The 17 short pieces in this guide advise librarians how to enhance the profile of their organizations through increased interest in the media and more visible involvement in the community, and how to address budgeting, planning, and evaluating a public relations program. Fourteen rules of thumb for preparing and using news releases are described and then demonstrated on four sample releases. Concentrating on points of editorial style and format, the ins and outs of publishing an organizational newsletter are discussed. The best ways to incorporate graphic arts into a public relations effort are explained, and suggestions for designing audiovisual material are offered. Planning creative programs for the community--e.g., programs about soil erosion or stamp collecting--to supplement the library's other services is explored. Details are provided about preparing effective public service announcements for radio or television and for searching out the best broadcast opportunities. Skills required for promoting library displays and exhibits and for authoring annual reports are outlined. Discussions are included about communicating with funding sources--e.g., legislatures and library "friends"--and specific campaigns are exemplified. A guide to public relations professional organizations lists the mission and mailing address of each organization. An annotated bibliography is composed of 80 items relating to libraries and public relations. (SD)

ED 323 025 PS 019 033

Maynard, Rebecca; And Others
Child Care Challenges for Low-Income Families. The Minority Female Single Parent Demonstration. Into the Working World Series. Lessons from Research.
Rockefeller Foundation, New York, N.Y.
PUB DATE- 90
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- *Day Care; Early Childhood Education; *Educational Quality; *Family Income; *Federal Legislation; Guidelines; Low Income; Program Implementation; *Supply and Demand
IDENTIFIERS- Family Support Act 1988

The three papers in this briefing provide guidance for planners and program designers responding to the child care challenges of the 1990s. Rebecca Maynard explores the child care market for low-income parents, finding that even though family day care is plentiful in low-income areas, child care centers operate at or near capacity, and neither family day care providers nor centers report much capacity to care for more infants. In discussing the importance of quality in child care, Ellen Eliason Kisker identifies five indicators of child care that appear to have a positive influence on child development: small group size; appropriately trained caregivers; stable child-caregiver relationships; educationally oriented curricula; and high staff-child ratios. In Stuart Kerachsky's article, it is maintained that implementation of the child care assistance provided under the Family Support Act (FSA) will require attention to the continuity and consistency of child care coverage, the method of subsidization, and the procedures for matching care with the needs of parents and children. Kerachsky also asserts that it is important to begin thinking about what will happen to low-income working parents and their children at the end of the year of transitional child care that the FSA provides. (RH)

ED 323 039 PS 019 059

Hendrick, Joanne; Stange, Terry
Do Actions Speak Louder Than Words? An Effect of the Functional Use of Language on Dominant Sex Role Behavior in Boys and Girls.
PUB DATE- 89
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; Classroom Research; Communication Research; *Preschool Children; Preschool Education; *Sex Bias; Sex Differences; Sex Role; Socialization; *Student Behavior; *Teacher Behavior; Teacher Influence
IDENTIFIERS- *Dominant Behavior; *Interruptions
Aspects of dominant and submissive sex role behaviors in preschool children and their teachers during conversation at the snack table were examined in three experiments. Experiment 1 was intended to determine whether the number of times children interrupted their teacher and the teacher interrupted children differed according to the sex of the child. In the subsequent experiments, researchers investigated whether girls or boys were assigned more frequently to the privileges of passing the snack and replenishing it. In the first study, 9 boys and 9 girls 4 years of age were observed while they talked with a variety of student teachers at the snack table. Checklists of the number of teacher/child, child/teacher interruptions during conversation were kept. In the second and third studies, tallies of the number of times boys and girls assumed the dominant roles of passing and replenishing snacks were kept. Results indicated that during conversation, boys interrupted teachers more frequently than girls did. Teachers interrupted girls more frequently than they interrupted boys. There were no significant differences in the frequency of participation by boys and girls in passing or replenishing snacks. Results are discussed in relation to the teacher's role in teaching dominant and submissive sex role behaviors to children. (RH)

RC

ED 322 751 FL 018 760

Coleman, Hywel
The Study of Large Classes. Lancaster-Leeds Language Learning in Large Classes Research Project. Report No. 2.
Lancaster Univ. (England). Dept. of Linguistics and Modern English Language.; Leeds Univ. (England). School of Education
REPORT NO.- ISBN-1-872351-01-8
PUB DATE- 89
NOTE- 39p.
AVAILABLE FROM- Overseas Education Unit, School of Education, University of Leeds, Leeds LS2 9JT, United Kingdom (individual reports 0.50 pounds sterling, surface mail).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; *Classroom Research; *Class Size; Data Collection; *English (Second Language); *Language Teachers; *Second Language Instruction; Second Language Learning; *Teacher Attitudes; Teacher Effectiveness; Teaching Conditions
This is the second of 12 research reports on the phenomenon of language instruction within a large class environment. The report is written in five sections. The second section (following the introductory first section) discusses the reasons for studying large classes in language instruction, including the facts that teachers find large classes cause difficulties that affect teaching performance, that large classes are becoming commonplace, and that very little has been done to address the problem or train English-as-a-Second-Language (ESL) teachers to instruct under such difficult circumstances. The third section outlines and explains the project's activities, namely, creating a bibliography, networking, organizing colloquia, and promoting and undertaking research. Section 4 presents the nine specific questions that the project is attempting to study. These include the following: the teacher's concerns, the extent of the large class phenomenon, the reasons for the occurrence of large classes, attitudes towards large classes, data collection in large classes, the performance of large classes, strategies in large classes, language acquisition in large classes, and experiments in large classes. Section 5 summarizes and presents conclusions. (GLR)

ED 322 783 FL 018 799

Smith, John Charles
A Pragmatic View of French Deixis.
PUB DATE- 89
NOTE- 17p.; In: York Papers in Linguistics 14; see FL 018 786.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *French; *Language Patterns; Language Research; Linguistic Theory; *Morphology (Languages); Pragmatics
IDENTIFIERS- *Cognates; *Deixis
Much of the confusion surrounding the meaning and distribution of "(i)ci and la" and other partially cognate deictic terms in French can be dissipated if the terms are assumed to be related to the three grammatical persons: "(i)ci" is confined to the first person, "la" has taken over the second person, and "la-bas" has been adopted as a third-person term. Although further work is required to determine whether or not this relationship is the sole determinant of the reference of the items in question, it is clear that pragmatic criteria are of importance in determining deictic reference in French. (MSE)

ED 322 798 FL 800 225

Freireich, Susan
Handbook for Volunteer Coordinators/Trainers.
International Inst. of Boston, MA.
SPONS. AGENCY- Massachusetts State Dept. of Education, Quincy. Bureau of Student, Community and Adult Services.
PUB DATE- 84
NOTE- 109p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *English (Second Language); Job Placement; *Language Teachers; *Literacy Education; Program Administration; Program Design; Recruitment; Teacher Selection; Teacher Supervision; Teaching Guides; Teamwork; Voluntary Agencies; *Volunteer Training
This handbook is intended for English-as-a-Second-Language (ESL) providers who train volunteers as ESL teachers and use them in their own or other programs. The handbook offers both an overview of the process of developing a volunteer program and some concrete suggestions for each step. The model from which it is drawn is that used at the International Institute of Boston (IIB). The first part of the handbook discusses the recruitment and selection of volunteers, including such aspects as clarifying goals, what volunteers can do, identifying the volunteer pool, publicity and outreach, and selecting appropriate volunteers. The second part describes the IIB training model and outlines a strategy for planning a training program, setting realistic goals, and observing trainees. Part three addresses placement and supervision of volunteers, and the fourth part looks at considerations in program management, including the team approach, identifying and designating tasks, and task analysis. Appended materials include standards for volunteer organizations; facts on the adult literacy initiative; a list of Retired Senior Volunteer Professionals; sample ads; a press release; and sample forms for application, agenda, job description, lesson plan, seminar evaluation, seminar certificate, workshop format, and program evaluation. A list of references is also included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 322 873 IR 014 164

Flynn, John P.; And Others
Essentials of Evaluating Computer-Based Education in Higher Education.
Western Michigan Univ., Kalmazoo. School of Social Work.
PUB DATE- 89
NOTE- 54p.; Field Studies in Research and Practice.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; College Students; *Computer Assisted Instruction; *Evaluation Criteria; *Evaluation Methods; *Field Studies; Higher Education; Questionnaires
IDENTIFIERS- Heermann (Barry)
The use of computers as an aid to instruction is increasing along with the amounts of time, effort, and resources needed to implement computer-based education (CBE) in higher education. The proliferation of instructional computer applications in the classroom necessitates the development of a system for evaluating CBE as it is used in the educational setting. Such a system, based on an extensive literature review and on the theoretical work of Heermann concerning learning objectives, intellectual skills, teaching styles, and mode of computer delivery, includes evaluative questions for both the instructor and the student user. Those for the instructor are developed around the following components: (1) environmental, including political, costs, motivation, and convenience; (2) instructional, including goals, content, format, and learning outcomes; and (3) managerial, including record keeping and author support and utilities. The student-user evaluation questionnaire for CBE consists of 50 scale items and 3 open ended questions. These instruments facilitate the evaluation not only of the use of CBE in higher education, but also of inherent value issues such as student control, creativity, and confidentiality. Both the instructor and student-user questionnaires are included, as well as a list of references and other readings. (DB)

ED 322 970 JC 900 467

A Comprehensive Review of Dental Assisting and Dental Hygiene Programs in Community Colleges and Area Vocational-Technical Centers: Program Review Report.

Florida State Board of Community Colleges, Tallahassee.; Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

PUB DATE- 89
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Persistence; *Allied Health Occupations Education; College Admission; Community Colleges; Curriculum Evaluation; *Dental Assistants; *Dental Hygienists; Dentistry; Educational Facilities; Enrollment Trends; Program Evaluation; Questionnaires; State Agencies; State Surveys; Student Recruitment; Tables (Data); Two Year Colleges
IDENTIFIERS- *Florida

In 1989, the Florida State Board of Community Colleges (SBCC), in conjunction with the Division of Vocational, Adult and Community Education (DVACE) of the State Board Department of Education, conducted a review of the state's dental assisting and dental hygiene programs. The two major sources of information for the review were public hearings and responses to a survey mailed to each public institution's program director. The study identified several areas of concern, including: (1) curricular inconsistency and lack of standards for converting clinical experience to semester hours among the colleges offering accredited programs; (2) lack of articulation to assist program graduates in entering degree completion programs; (3) outdated equipment and inadequate facilities; (4) need for in-service faculty education; (5) lack of order and consistency in state policies; (6) declines in applications; (7) the need for expanded student recruitment activities; (8) shortages of trained personnel; (9) underrepresentation of males and minorities in program enrollments; (10) the need for greater cooperation with the dental profession; and (11) the need for continuing education options. Drawing from study findings, a program review team developed 13 recommendations related to the development of program approval criteria, the creation of a center for health statistics, supplemental program funding, student financial aid, and student recruitment focused on underrepresented groups. Appendixes include list of persons attending hearings or submitting testimony, and a copy of the survey questionnaire. (JMC)

ED 322 983 JC 900 487

Zylinski, Doris; McMahon, Barbara
Comparative Study of Vocational Nursing Curriculum and Employer Requirements. October 1989-September 1990.
Napa Valley Coll., Napa, CA.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Sep 90
NOTE- 91p.
CONTRACT- 88-0470
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Advisory Committees; Community Colleges; *Curriculum Development; *Educational Assessment; *Employee Attitudes; *Employment Patterns; Employment Potential; Graphs; Medical Care Evaluation; *Nurses; *Nursing Education; Questionnaires; State Standards; State Surveys; Two Year Colleges; Vocational Education
To create the foundation for the development of a model curriculum for the 1990's for the training of Licensed Vocational Nurses (LVN), Napa Valley college conducted a statewide study comparing vocational nursing program curricula with employer requirements. To assist the study, an advisory committee was established, which included practicing nurses, and representatives from nursing programs, care provider agencies, and the licensing board. Through a series of questionnaires, data was collected from employers of vocational nurses (118 questionnaires returned out of 258 sent out), from accredited vocational nursing programs (47 questionnaires returned for a 60.8% response rate), and from currently employed LVN's (56 questionnaires returned for a 25% response rate). Five regional workshops were held in May and June 1990 with 85 nursing educators and administrators attending to validate the data and make recommendations for a model curriculum to meet current service needs, taking into account affirmative action concerns and requirements. Major findings of the study included the following: (1) the need for LVN's is increasing; (2) graduates are currently meeting the needs of agencies; (3) the need for LVN certification in intravenous therapy and blood withdrawal skills is increasing; and (4) there exists a need for student assistance in basic skills, English as a Second Language, and access to child care. Appendixes include extensive graphic data tables, the names of advisory committee members, and copies of the study questionnaires; model curriculum components are outlined. (JMC)

ED 323 052 RC 017 699

Pulver, Glen C.
Quality of Rural Economic Development Data. Testimony to the Subcommittee on Agriculture and Transportation, Joint Economic Committee, Ninety-Ninth Congress (June 13, 1985).
PUB DATE- 13 Jun 85
NOTE- 24p.; Author's testimony photocopied from Congressional hearings on "The Rural Labor Force."
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Information; *Community Development; *Data Collection; *Economic Development; *Economic Research; Hearings; *Information Needs; *Rural Economics; Statistical Data
IDENTIFIERS- Congress 99th; Economic Planning
Although the private sector has the primary role for job generation in the U.S. market economy, local community leaders can play a significant part in creating a growth-stimulating economic environment. A comprehensive economic development strategy appropriate to a community's specific goals and conditions requires careful analysis of the structure of the local economy, its strengths and weaknesses, and development options. The fundamental data needed for such analysis include retail sales, employment, number of establishments, and sources of personal income. This information is available from federal and state agencies but the data sets suffer from some common problems, particularly from the standpoint of rural communities. These problems are: (1) infrequency of data collection; (2) reporting units--typically counties or metropolitan areas--that have little relevance to towns or rural communities; (3) data deletion out of concern for individual privacy; (4) bias toward information on the manufacturing, agriculture, construction, and mining sectors, and neglect of the service sector; and (5) lack of critical information, such as capital market data. This document also contains discussion of the need for a more reliable indicator of rural economic hardship than the unemployment rate, the problem of underemployment and other "hidden" unemployment in rural areas, confidentiality issues in data reporting, and research into location factors associated with high-growth industries. The author is a professor of agricultural economics at the University of Wisconsin, cooperative extension service, which has committed itself to an expaned educational program in community economic analysis. (SV)

ED 322 722 FL 018 723

Guerrero, Frank; And Others
Chapter 1 English as a Second Language, 1988-89. OREA Evaluation Section Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- May 90
NOTE- 90p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; Elementary Secondary Education; *English (Second Language); Federal Programs; *Intensive Language Courses; *Limited English Speaking; *Private Schools; Program Effectiveness; Program Evaluation; Second Language Programs
IDENTIFIERS- Education Consolidation Improvement Act Chapter I

The Chapter 1 English-as-a-Second-Language (ESL) program provided supplementary, intensive English language instruction to limited-English-proficient (LEP) students in 69 non-public schools in New York City. The program's primary goal was to help LEP students gain the listening, speaking, reading, and writing skills necessary to improve their performance in school. Thirty-four schools received services at mobile instruction units, 13 at nearby

public schools, and 7 at leased sites. Fifteen schools received computer-assisted instruction (CAI) only; in some cases, CAI was combined with face-to-face instruction. Data from document reviews, test scores, site visits, interviews with staff, and analysis of responses to a teacher survey indicate that the program met its objectives for both face-to-face and computer-assisted instruction (except for one writing subtest), with few differences found for the two modes of instruction. A variety of face-to-face and CAI teaching strategies were used. Recommendations include continued expansion of parent involvement programs, provision of face-to-face instruction for all ESL students, continued adaptation of software for situations where teachers are not present, adjustment in software companies' teacher training schedules, and investigation of the impact of lack of audio component at higher grade levels in ESL CAI. (MSE)

ED 322 829 HE 023 765

Trends in Enrollment and Degrees Granted, 1948-1989. Report Number 7-90.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

PUB DATE- Jul 90
NOTE- 263p.
AVAILABLE FROM- Office of Institutional Research, State University of New York, State University Plaza, Albany, New York 12246.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Degrees (Academic); Enrollment; *Enrollment Trends; Full Time Students; Graduate Students; Higher Education; Part Time Students; State Colleges; State Universities; Undergraduate Students
IDENTIFIERS- *State University of New York

Data on the trends in enrollment and degrees granted in the State University of New York system are presented for the period from 1948 to 1989. The "Credit Course Enrollment" section provides headcount enrollment data for individual institutions and institutional types as well as system-wide data. The data are arrayed by student load (full-time/part-time) and student level (undergraduate/graduate). Data on degrees granted are also provided for the system as a whole as well as for individual institutions and institutional types. Data are provided separately for each degree type: Associate, Bachelor's, Master's, Doctoral, and First-Professional degree. (JDD)

ED 322 858 HE 023 810

Inspector General Spotlight.
Office of Inspector General (ED), Washington, DC.
PUB DATE- 90
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrative Problems; *Audits (Verification); Compliance (Legal); *Federal Programs; Financial Audits; Higher Education; Inspection; Legal Responsibility; *Program Administration; *School Administration; *Student Financial Aid
IDENTIFIERS- *Office of Inspector General

This pamphlet summarizes the accomplishments of the United States Department of Education's Office of Inspector General (OIG) during the 6-month period ended March 31, 1990. The pamphlet focuses on audit, investigative, and other activities, in order to provide information about current OIG efforts to prevent and detect fraud, waste, or mismanagement in Department of Education programs and operations, and to request assistance in identifying potentially wasteful and costly practices and fraudulent activities in these operations and programs. Student financial assistance programs are identified as the most vulnerable to waste, fraud, and abuse, resulting in management improvement reports on the following issues, among others: improper screening of students' ability to benefit, improper course-length practices, oversight of secondary markets for student loans, diligence of loan collections, and tuition refunds. Other significant OIG activities are described in the areas of elementary, secondary, and other education programs and general Department management. A statistical profile highlights numbers of audit reports issued, processed, and resolved by program managers; investigative case activity and results; actual recoveries from audits and investigations; management improvement reports; debarment/suspension activities; hotline activities; and legislative and regulatory documents reviewed. A list of Regional Inspector General offices concludes the pamphlet. (JDD)

ED 322 932 IR 053 333

Library Programs. Evaluating Federally Funded Public Library Programs.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- LP-90-755
PUB DATE- Jul 90
NOTE- 112p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Evaluation Methods; Federal Aid; *Federal Programs; Institutional Evaluation; Library Administration; *Library Planning; Library Services; Library Standards; *Measurement Techniques; Policy Formation; Program Proposals; *Public Libraries
IDENTIFIERS- Library Services and Construction Act; Output Measures for Public Libraries

Following an introduction by Betty J. Turock, nine reports examine key issues in library evaluation: (1) "Output Measures and the Evaluation Process" (Nancy A. Van House) describes measurement as a concept to be understood in the larger context of planning and evaluation; (2) "Adapting Output Measures to Program Evaluation" (Douglas L. Zweizig) presents 12 measures related to commonly occurring library objectives; (3) "Beyond Output Measures" (George D'Elia) proposes extending the evaluation process to include analysis of outcomes; (4) "Improving State Library Evaluation of Federal Programs" (Charles R. McClure) recommends ways for state library agencies to improve their evaluations; (5) "Evaluating the Impact of Federally Funded Public Library Youth Programs" (Mary K. Chelton) explores variables that hinder evaluation efforts; (6) "Qualitative and Quantitative Evaluation: Eight Models for Assessment" (Turock) identifies strengths and weaknesses of various evaluation methods; (7) "The Potential Role of Public Library Accreditation for Evaluating Federally Funded Library Programs" (Leigh Estabrook) provides background information about adapting accreditation to the public library; (8) "FSCS and the Evaluation of LSCA" (Mary Jo Lynch) defines current and possible future roles of the Federal-State Cooperative System; and (9) "The National Diffusion Network: Its Potential for Libraries" (Ellen Altman and Philip M. Clark) recommends ways of improving the evaluation designs of federally funded projects. (SD)

ED 322 944 JC 900 413

Maine Vocational Technical Institute System Board of Trustees Agreement with the Maine Teachers Association VTI Faculty Unit 1989-1991.
Maine Vocational-Technical Inst. System, Augusta.
PUB DATE- 89
NOTE- 34p.; Part of a collection of collective bargaining agreements compiled by the National Education Association. For the previous faculty collective bargaining of this institution, see ED 294 644.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; *Employment Practices; Faculty Development; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; *Negotiation Agreements; Personnel Policy; Released Time; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Teacher Strikes; Tenure; Two Year Colleges; Unions
IDENTIFIERS- *AFT Contracts; American Federation of Teachers

This collective bargaining agreement between the Maine Vocational Technical Institute System Board of Trustees and the Maine Teachers Association establishes rights of management and the association for the period 1989-1991. The 26 Articles in this agreement cover the following areas: (1) recognition of bargaining agents; (2) union security; (3) grievance procedure; (4) paid leaves of absence; (5) unpaid leaves of absence; (6) rights of the faculty association; (7) management rights; (8) probation; (9) evaluation; (10) discipline; (11) resignation; (12) personal and academic freedom; (13) work year; (14) benefits; (15) salary; (16) posting of vacancies; (17) seniority; (18) reduction in force and recall; (19) transfers; (20) class size and teaching load; (21) miscellaneous stipulations (includes no strike or lockout, no discrimination, and severability clauses); (22) personnel files; (23) safety requirements; (24) labor/management committees; (25) workers' compensation; and (26) duration. Salary schedules for the separate periods 1989-90 and 1990-91, schedule criteria, stipend compensation formula, a grievance form, evaluation criteria/procedure, and day schedule by current campus practice are appended. (GFW)

ED 322 957 JC 900 448

Gayford, Norman; Habermas, James
Classroom Applications of Current Technology.
PUB DATE- 22 May 90
NOTE- 13p.; Paper presented at the International Conference on Teaching Excellence and Conference of Administrators (12th, Austin, TX, May 21-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Colleges; *Computer Assisted Instruction; Computer Centers; *Computer Networks; Computer Oriented Programs; Educational Technology; Faculty Development; Inservice Teacher Education; *Instructional Innovation; *Technological Literacy; Two Year Colleges
IDENTIFIERS- Genesee Community College NY; *Learning Information Network
Community college faculty interested in the creative use of computer technology in instruction should know that: (1) there is a wide range of software and hardware which is, or should be, available on campuses; (2) faculty members do not have to be technical experts to make creative use of available resources; (3) computers can provide alternatives to traditional methods of instruction and classroom management; and (5) current technology can make present facility use and teaching more efficient and the classroom more creative. At Genesee Community College four computer/processor labs are available for scheduled classes and individual use. The systems utilize two primary networking capabilities: Learning Information Network (LINK) and Local Area Network (LAN). LINK electronically connects the 25 personal computers in each of the labs. The instructor's computer acts as a central control terminal which can monitor and/or temporarily blank out students' screens. Students can simultaneously receive screen transmissions from the instructor or view the screens of other students on their own terminals. Quick and silent interactions between instructor and student can take place during a class session, and salient examples of student work can be shared with the class. The LAN system gives students individual access to varied programs and instructional materials and is also connected through LINK. Other available resources include DataShow, a system which allows the instructor to project a computer screen onto an overhead screen. The use of such computer resources can be maximized in various ways, including shared lab time for cross-disciplinary instruction, lab sharing for classes with a combined enrollment of under 24 students, and back-to-back class scheduling for team teaching. (GFW)

ED 322 998 PS 018 989

Fiene, Richard
National Child Care Regulatory, Monitoring and Evaluation Systems Model.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- Nov 86
NOTE- 18p.
CONTRACT- HHS-HDS-90-PP-10005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Check Lists; *Compliance (Legal); *Day Care; Early Childhood Education; Educational Quality; *Models; Predictor Variables; Program Evaluation; Public Policy; *Quality Control
IDENTIFIERS- Program Monitoring; *Quality Indicators; *State Regulation

The relation between compliance with child care regulations and the quality of day care programs is discussed, and predictors of child care compliance are identified. Substantial compliance (90-97 percent, but not a full 100 percent compliance with state day care regulations) positively affects children. Low compliance (below 85 percent compliance) places children at increased risk. A Generic Checklist for Child Care offers predictors of child care compliance that state agencies should emphasize in their monitoring of child care programs. Items on the checklist concern: (1) director qualifications; (2) health appraisal; (3) supervision of children; (4) adult/child ratios; (5) sufficient space; (6) emergency contact information; (7) a hazard-free environment; (8) inaccessibility of toxic materials; (9) nonhazardous equipment; (10) nutrition; (11) medication; (12) transportation of children in a safety carrier; and (13) the orientation of activities provided for children. Concluding remarks emphasize that inasmuch as day care regulations alone will not ensure high quality child care services for children, state agencies should use the Generic Checklist in combination with other evaluation tools to monitor child care programs. Benefits of using the checklist are noted. (RH)

ED 323 012 PS 019 016

Coolidge, Susan W.
Using Higher Order Cognitive Questions in the Primary Classroom To Improve Comprehension.
PUB DATE- Jul 89
NOTE- 55p.; Master's Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Cognitive Ability; *Elementary School Students; Grade 2; *Inferences; Inservice Education; Lesson Plans; Primary Education; Program Descriptions; Program Effectiveness; Program Evaluation; Program Implementation; *Questioning Techniques; *Reading Comprehension; Reading Skills; Teaching Methods; *Thinking Skills
IDENTIFIERS- Blooms Taxonomy; *Inferential Comprehension; Story Mapping
A teaching team leader and second grade teacher designed and implemented a 10-week practicum intervention meant to improve the inferential comprehension of 105 second graders whose reading scores on the Ginn Mastery Tests revealed a gap between inferential and literal comprehension. It was reasoned that the gap would decrease if teachers were trained to use higher order questions in learning activities and provide opportunities for students to practice answering questions. Through use of Bloom's taxonomy of educational objectives and story mapping, teachers developed questions concerning fairy tales. Evaluation data indicated that teachers acquired knowledge of Bloom's taxonomy and students improved in their ability to answer a developmental group of higher order questions. The gap between students' inferential and literal comprehension reading test scores decreased from 37 to 13 percent. Observation suggested that students' creativity was enhanced, and developed from simple activities to major group projects. Lesson plans for stories, including sample questions and learning activities, are provided. Appended materials include lists of Bloom Action Verbs for Classroom Action in the cognitive domains of knowledge, comprehension, application, analysis, synthesis, and evaluation. (RH)

ED 323 078 RC 017 737

Norman, Charles L.; And Others
Collaborating on Evaluation of the Rural Revitalization Initiative.
PUB DATE- 18 Apr 90
NOTE- 11p.; Paper presented to the Annual Southern Rural Education Conference (5th, Atlanta, GA, April 18-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Development; *Cooperative Planning; Cooperative Programs; Economic Development; Educational Planning; *Formative Evaluation; Higher Education; Professional Education; *Program Development; *Rural Development; Rural Education; School Community Relationship
IDENTIFIERS- Georgia; *Rural Revitalization Initiative
This paper describes formative evaluation procedures of a collaborative program developed by the University of Georgia's Rural Revitalization Initiative. The initiative represents a collaboration of units at the university and among local people from several different areas and disciplines. Twelve Georgia counties participated in the project, which focused on governmental management, community development, rural heritage, economic development, and training simulations. The project's goals are: (1) increasing the level of development planning expertise; (2) fostering new approaches to rural economic development; (3) creating pilot projects in education, adult literacy, and health; and (4) developing training simulations for teaching long-term strategic planning to rural community leadership. Each of these goals was managed by a different project "service unit." Evaluation procedures were planned through personal interviews with the initiative's primary stakeholders. These interviews generated extensive information for ongoing evaluation procedures and revealed varied expectations for the project. Informal observations and conversations at initiative meetings suggest more evidence of communication and cooperation than actual collaboration. The paper concludes with the observation that early evaluation of the Rural Revitalization Initiative used primarily qualitative methods, including interviews, reports, and surveys, to describe what happened in the project. A standardized coding form and coding rules also were developed to handle program documents and data. (TES)

ED 322 694 EC 231 886

Careers: Job Searching and Success.
Library of Congress, Washington, D.C. Div. for the Blind and Physically Handicapped.
REPORT NO.- ISBN-0-8444-0654-6
PUB DATE- 89
NOTE- 59p.

AVAILABLE FROM- Careers, CMLS, P.O. Box 9150, Melbourne, FL 32902-9150 (free).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adults; Audiodisks; Audiotape Cassettes; *Blindness; *Braille; Business; *Career Choice; Career Education; Employed Women; *Job Search Methods; Legislation; *Physical Disabilities; *Talking Books; Young Adults

The bibliography on careers lists discs, cassettes, and braille books in the network library collections provided by the National Library Service for the Blind and Physically Handicapped, Library of Congress. The bibliography is divided into six subject sections. The first section, "Choosing a Career: Some Options," lists resources in arts and music, computers, health and human services, sales, small business, writing and communications, and other occupations. Other sections include "Job Searching: Skills and Techniques," "Young People in the Workforce," "Women in the Workforce," "Success in the Business World," and "Laws and Legislation." Within each section, books are arranged alphabetically by title and described briefly. (JDD)

ED 322 737 FL 018 745

Hristova, Rozinka
Video in English for Specific Purposes.

PUB DATE- Mar 90
NOTE- 11p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (24th, Dublin, Ireland, March 27-30, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English (Second Language); *English for Special Purposes; Foreign Countries; Instructional Effectiveness; Instructional Materials; Second Language Instruction; *Tourism; *Videotape Recordings
IDENTIFIERS- *Bulgaria

For an English for Specific Purposes (ESP) course to be efficient, the learner and his/her communicative needs should be central in deciding course content and activities. Video can be highly motivating by presenting live instances of communication in the target environment. It is a valuable medium for intensive analysis of visual and nonverbal features of spoken discourse, and effectively stimulates some follow-up work demanding learner participation. Teachers at Bulgaria's Institute for Tourism at Bourgas use video recordings as an integral part of the curriculum for teaching listening comprehension in complete communicative situations. The use of video is also useful in maintaining student interest during intensive language programs. One drawback is the lack of appropriate video material, which tends to fall into three main types: commercially produced videos; videos produced in-house; or authentic material, i.e., recordings of specialist films and of television holiday reports broadcast for English-speaking tourists. Materials will be successful only if they are relevant, are appropriate to the students' language level, can be combined with the textbook or support material, and are of high technical quality. Video use in class varies according to the user's pedagogical aims, students' linguistic and professional competence, and recording type. A three-stage procedure found to be useful involves pre-viewing exercises, activities during several viewings with and without sound, and follow-up activities such as role-playing, project work, or discussion. (MSE)

ED 322 767 FL 018 778

Walker, Stephen P.

Tonal Instability: Tone as Part of the Feature Geometry.
Summer Inst. of Linguistics, Grand Forks, N. Dak.
PUB DATE- 89
NOTE- 22p.; In: Work Papers of the Summer Institute of Linguistics 1989, University of North Dakota Session, Volume 33; see FL 018 773.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- African Languages; Contrastive Linguistics; *Language Patterns; Language Research; Linguistic Theory; *Phonology; Structural Analysis (Linguistics); *Tone Languages; *Uncommonly Taught Languages
IDENTIFIERS- *Kagate; Nupe; Zahao
An autosegmental analysis of Kagate tone is presented. The focus is on tonal instability, which occurs as the result of a compensatory lengthening process. To account for facts of tonal stability, previously hypothesized, and tonal instability, it is proposed that the location of tone within the overall geometry is subject to parametric variation, or it may otherwise not be elegantly accounted for if tone must be directly associated with the skeleton. It is concluded that tone in Kagate is associated with the laryngeal node, as part of the feature geometry. The report contains an autosegmental analysis of Kagate and comparisons with tonal patterns in Zahao and Nupe. Zahao also has a compensatory lengthening process that results in the loss of tonal information, and the Zahao facts are seen as further substantiating the instability analysis. Nupe tone spreading is discussed as further evidence that in some languages, tone can be subordinate to the laryngeal node. A 28-item list of references is included. (MSE)

ED 322 784 FL 018 800

Tarplee, Clare
Confirmation and Repair: An Interactional Analysis of Redoing Sequences in Child-Adult Talk.
PUB DATE- 89
NOTE- 19p.; In: York Papers in Linguistics 14; see FL 018 786.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adults; *Child Language; Discourse Analysis; *Error Correction; Interaction; *Interpersonal Communication; *Language Patterns; Language Research; Linguistic Theory; Positive Reinforcement; *Toddlers
Adult "redoing" sequences (expansions and repeats) in conversations between adult and child (age 1;6) are analyzed with a conversational analytic approach, and two ways in which redoing sequences are involved in the initiation of repair are explored. It is proposed that a redoing sequence picks up a child's utterance and displays it for some kind of work to be done. This work may be corrective, evaluative, or investigative, may be immediate or delayed, and may be undertaken by either the "redoer" or the speaker of the original utterance. These sequences are one way in which talk gets talked about or attended to as language. It is suggested that the interactional approach is important in the study of child language because the detailed examination of the interactional contexts of children's utterances reveals more evidence of how the utterances function for the participants. Redoings and other features of language-focused talk are recommended for further investigation as fundamental features of the kind of talk through and within which language skills develop. (MSE)

ED 322 814 HE 023 636

Proposed Institutional Performance Objectives for 1989-91.
Indiana State Commission for Higher Education, Indianapolis.
PUB DATE- Sep 88
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Assessment; Educational Improvement; *Educational Objectives; Educational Planning; Higher Education; Management by Objectives; *Organizational Objectives; State Colleges; State Universities
IDENTIFIERS- *Indiana; Indiana Commission for Higher Education

The report presents the proposed institutional performance objectives each of Indiana's public institutions of higher education for 1989-91. Performance objectives are presented for Indiana University, Purdue University, Indiana State University, University of Southern Indiana, Ball State University, Vincennes University, and Indiana Vocational Technical College. Representative performance objectives are: emphasize the education experience of undergraduate students and faculty-student interactions; increase support for state and local economic growth, increase the participation and success rates of minority students; attract and retain high quality faculty; replace and enhance computing equipment for academic uses; improve effectiveness of remedial programs; increase assessment of student learning; improve access to library materials; and increase student financial assistance. (GLR)

ED 322 844 HE 023 787

Peterson, David A.; And Others
Gerontology Instruction in American Institutions of Higher Education: A National Survey.
Association for Gerontology in Higher Education, Washington, D.C.; CSR, Inc., Washington, DC. Center for Advanced Learning Systems.
SPONS. AGENCY- Administration on Aging (DHEW), Washington, D.C.
PUB DATE- 87
NOTE- 71p.
CONTRACT- 90AR0069/01
AVAILABLE FROM- Association for Gerontology in Higher Education, 600 Maryland Avenue, SW, West Wing 204, Washington, DC 20024 (Full Report $25.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *College Curriculum; College Faculty; *College Instruction; Curriculum Research; Data Collection; Degrees (Academic); *Educational Gerontology; Financial Support; *Gerontology; Higher Education; Professional Education; Questionnaires; Surveys
The publication summarizes a report on gerontology instruction in American institutions based on a 1985-1986 survey of over 3000 campuses. The summary examines previous knowledge of gerontology instruction and explains the purpose for the national survey, its design and goals, the questionnaires used and the data derived from them, and how the data were collected and analyzed. Summary data are presented in the following areas: the extent of current gerontology instruction, the various gerontology programs available and their structure, numbers of students completing gerontology courses, and faculty involvement in gerontology instruction. Additional information is provided on gerontology credentials by level of program (Associate, Bachelors, etc.), the number of alumni completing gerontology programs, the services and resources that are offered to students in these programs, and the support provided by the Administration on Aging for gerontology training. Conclusions are provided that deal with future research in this area of gerontology training, as well as various recommendations on what is believed to be needed in acquiring a greater insight into trends in gerontology instruction including the issue of professionals working with older people. Contains 14 references. (GLR)

ED 322 888 IR 014 587

Computer Software & Intellectual Property. Background Paper.
Congress of the U.S., Washington, D.C. Office of Technology Assessment.
REPORT NO.- OTA-BP-CIT-61
PUB DATE- Mar 90
NOTE- 39p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9325 (GPO Stock Number 052-003-01181-6, $2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Legal/Legislative/Regulatory Materials (090) Reports - General (140)
DESCRIPTORS- *Computer Software; *Copyrights; *Intellectual Property; *International Trade; *Patents; Technological Advancement
IDENTIFIERS- *Trade Secrets

This background paper reviews copyright, patent, and trade secret protections as these issues are related to computer software. Topics discussed include current issues regarding legal protection for computer software including the necessity for defining intellectual property, determining what should or should not be protected, commerical piracy, and shared access to state-of-the-art knowledge and diffusion of information so that programmers can build on each others' work. Questions for Congressional consideration focus on definition and distinction of computer software terminology, the structure of the software industry, the nature of innovation, and the protection and enforcement of software. (DB)

ED 322 903 IR 053 215

Hayes, Sherman, Ed.

Primer of Business Terms and Phrases Related to Libraries.
American Library Association, Chicago, Ill. Library Administration Div.
PUB DATE- Mar 78
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Accounting; *Business Communication; Glossaries; *Language Usage; *Librarians; *Library Administration; Library Education; Library Expenditures; Professional Development; Professional Training; Vocabulary Development

Although appropriate for all librarians, this primer is aimed at beginning librarians and students pursuing library science degrees, and covers 150 terms used in most libraries. The purpose of the primer is to encourage its readers to analyze their use of the defined business terms and to expose them to new and applicable terminology. The work resembles a glossary, but is considered a primer because it includes explanations and examples as well as definitions. Many of the terms have local variations and/or several meanings; therefore, readers are advised to be alert to variances in their own situations. Entries are cross-referenced as needed. Examples of terms include: appropriated funds, fiscal year, income types, inventory control, millage, requisition, variable expense, and work order. (SD)

ED 322 918 IR 053 236

Brude, Deborah
Minnesota Technical College System Library/Media Services Survey and Report.
Minnesota State Board of Vocational-Technical Education, St. Paul.
PUB DATE- 89
NOTE- 217p.
LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accreditation (Institutions); *College Libraries; Educational Technology; Library Personnel; *Library Standards; Library Surveys; *Long Range Planning; *Needs Assessment; *Organizational Objectives; *Student Needs; Tables (Data); Two Year Colleges; Vocational Schools; Worksheets
IDENTIFIERS- Minnesota

In 1988 the Minnesota State Board of Vocational Technical Education commissioned the development of standards to give direction to the improvement of library media services. To assess the need according to these standards and to provide a road map for needed changes, a consultant was hired in 1989 to do an in-depth all-campus study of library media resources and services. Findings from the study were measured against the criteria in two published documents for state and federal library media standards. These findings focus on four areas of library media programs: (1) collection and instructional materials; (2) information services; (3) instructional technology equipment and services; and (4) support staff, facilities, and equipment. It was concluded that much work needs to be done to achieve equity of access and to meet the needs of the newly restructured technical college system, including information services, information literacy instruction, and the use of telecommunications for instructional delivery, and to bring library media services to a level that meets accreditation requirements. Recommendations include increasing the number of professional and clerical staff; reorganizing media services to integrate information resources and instructional technology; increasing annual funding; providing the services of a library media specialist to assist in the development and improvement of library services and to aid the colleges in preparing for accreditation; and formalizing library media planning for technology utilization and information access on a state, regional, and local level. (SD)

ED 323 026 PS 019 039

Hibpshman, Terry
A Review of the Parent and Child Education (PACE) Program.
Kentucky State Dept. of Education, Frankfort. Office of Research and Planning.
REPORT NO.- TAC-B-20
PUB DATE- Apr 89
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Failure; Compensatory Education; Educational Innovation; Expectation; Intergenerational Programs; Literature Reviews; Parent Attitudes; *Parent Education; Parent Influence; *Parenting Skills; Prevention; Program Descriptions; *Program Effectiveness; *Program Evaluation; *Research Needs
IDENTIFIERS- *Kentucky; *Parent and Child Education Project; Program Characteristics; Research Results
This review of the Parent and Child Education (PACE) program provides a discussion of literature that supports the PACE model, data analysis about the program, and suggestions for improving the design of program evaluation. Begun in Kentucky in 1986, the program is designed to change attitudes of parents in disadvantaged families who undervalue education and enable these parents to better serve as educational role models and teachers of their children. Early evaluations of the program demonstrated its effectiveness. Information concerning participating adults and children that was provided by programs to the Kentucky Department of Education was analyzed. Findings of various investigations show that PACE met some of its initial objectives, specifically those relating to adult participant outcomes and the implicit objective of changing parents' aspirations for their children's educational outcomes. The data on children collected by PACE produced inconclusive results, probably because it is too early to expect the program to have clear-cut effects on the children. It is argued that the program needs an evaluation effort that compares PACE outcomes with those that could have been expected had PACE not been available. Evaluation of the program on the basis of short-term indicators will not answer questions about its success. (RH)

ED 323 066 RC 017 723

Montgomery, Michael
The Roots of Appalachian English: Scotch-Irish or Southern British?
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.; South Carolina Univ., Columbia.; Southern Regional Education Board, Atlanta, Ga.
PUB DATE- Mar 90
NOTE- 24p.; Paper presented at the Appalachian Studies Conference (March 23-25, 1990).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Contrastive Linguistics; Diachronic Linguistics; Dialect Studies; *English; *Grammar; *Regional Dialects
IDENTIFIERS- *Appalachia

Despite many folklore and cultural history projects seeking to identify the formative immigrant groups of Appalachia and their contributions, there has yet to be a systematic effort to connect Appalachian English to regional varieties of British English. This paper examines 40 grammatical features characteristic of Appalachian speech and identifies which are most likely Scotch-Irish and which are English. More resistant to change than vocabulary or pronunciation, grammar can be determined from old documents, and can be quantified. Table 1 lists the 40 features by parts of speech, and indicates whether the historical currency of each feature both in Britain and in the U.S. was general or restricted. Table 2 groups the features according to five types of grammatical structures: inflectional forms; word order patterns; grammatical categories' morphological forms differing from other dialects; and function words. Table 3 removes items whose locale of British origin is questionable and quantifies the five grammatical structural types by general or Appalachian usage and by general British, south British, or Scotch-Irish origin. Of 25 features with only Appalachian usage, 16 are of Scotch-Irish origin. The results suggest a strong link in the grammatical systems of Scotch-Irish English and Appalachian English, a link extending across a range of grammatical feature types. This report contains 31 references. (SV)

ED 322 708 FL 018 614

Bar-Lev, Zev
"Pre-Language" and Foreign Language Mini-Courses.
PUB DATE- 90
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Communicative Competence (Languages); *Course Descriptions; Course Objectives; *Minicourses; *Second Language Instruction; *Second Language Learning; *Speech Skills; *Teaching Methods
IDENTIFIERS- Spontaneous Speech

An examination is made of a foreign language teaching concept called pre-language that attempts to help foreign language students increase their speaking confidence and speaking abilities in the new language. The teaching method is designed for four distinct environments, including: (1) an independent mini-course for tourists or emergency needs; (2) a multi-language exploratory course to expose students to various languages and improve their language ability; (3) a pre-course for use before regular academic study; and (4) as an initial unit in full sequences of up to several semesters in which the methodology is followed up consistently. Discussions of the teaching concept address how mini-courses can help in speaking spontaneity and creativity, what the goals and implementations of the various courses are and why they are important, and some limitations inherent in current foreign language instruction. Additionally, the question of how to integrate the mini-course into the classroom is addressed, and its stages of instruction are described. Finally, an assessment of the results of mini-course instruction, including the follow-up process, is provided based on the outcomes of several hundred students who have taken the course in one or more of the environments mentioned. (GLR)

ED 322 830 HE 023 766

Age Group and Sex of Students: Fall 1989. Report No. 8-90.
State Univ. of New York, Albany. Central Staff Office of Institutional Research.
PUB DATE- Apr 90
NOTE- 646p.
AVAILABLE FROM- Central Staff Office of Institutional Research, State University of New York, State University Plaza, Albany, NY 12246.
LANGUAGE- English
EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Reports - General (140) Numerical/Quantitative Data (110)
DESCRIPTORS- Age Groups; Females; Full Time Students; Graduate Students; Higher Education; Institutional Research; Males; Part Time Students; *Student Characteristics; Tables (Data); Trend Analysis; Undergraduate Students
IDENTIFIERS- *State University of New York

The major tables of this annual report on student characteristics array four major characteristics: age group; sex; level (undergraduate/graduate); and load (full-time/part-time). The main body of the report is divided into five sections: Part I contains data for the entire system as well as each institution and institutional type; Part II displays headcount and percentage arrays of students by age group for each institution and institution type; Part III summarizes historical trend data on all students from Fall 1983 through Fall 1989; Part IV displays age and sex trends by level and load indexed to Fall 1983; and Part V displays change and percent of change in the age and sex trends by student level and load from Fall 1984. A map locating the institutions of the State University, chronology of dates of establishment of institutions of the State University of New York, and a list of publications from the Office of Institutional Research are provided. (GLR)

ED 322 874 IR 014 206

Buchvarov, S. I.; Ganashev, I. P.
Optimisation of the Planning of the Higher School Educational Process through Managing the Quality of the Term Schedule.
PUB DATE- 88
NOTE- 7p.; An extension of a paper presented at the European Conference on Computers in Education (1st, Lausanne, Switzerland, July 24-29, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Planning; *Educational Quality; Foreign Countries; *High Schools; *School Organization; School Schedules; Semester System
This paper discusses the merits of developing a high school semester time-table, or schedule, as the final planning stage in the educational process. Such a schedule would provide a weekly breakdown list of all academic subjects, grade levels, teachers for each subject and grade, rooms, laboratories and other facilities, and resources, thereby coordinating the different educational and managerial aspects of the semester. It is noted that several different schedules may be designed by using a problem-solving computer program and translating the weekly breakdown list into numerical values. The priority given each value then decides the parameters of the semester schedule. It is argued that successful planning and operation of a semester schedule would result in a substantial increase in the quality of education. (DB)

ED 323 040 RC 017 591

Valencia, Richard R.
School Closures and Policy Issues. Policy Paper No. 84-C3.
Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 84
NOTE- 29p.
CONTRACT- NIE-G-83-0003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Consolidated Schools; *Cost Effectiveness; Educational Policy; Elementary Secondary Education; *Equal Education; Public Schools; *Public Support; Retrenchment; *School Closing; *School Size; *School Support

This paper examines the literature on the impact of school closures on students and communities in the context of four policy issues: school size, cost savings, educational equity, and public support for education. In closure decisions, a major hypothesis affecting school board members is that larger schools can offer a broader curriculum at lower costs than smaller schools; therefore, bigger is better. Research suggests, however, that student participation decreases with increasing institutional size, and that a school should be sufficiently small to need all its students for its enterprises. Although driven by a desire for cost savings, most school closings realize only slight savings because 75-80% of a school budget is for personnel costs, which are only slightly affected by closings. Not only are there meager data to support the closure-savings argument, most consolidated districts are unable to document the amount of money saved. The available data suggest that more than half of the districts that calculated actual cost savings experienced no savings or additional costs. School closings produced by retrenchment policy-making often result in clear winners and losers. Investigations of school closings in five major cities indicate that schools with primarily low socioeconomic status and minority students have suffered the brunt, if not the exclusive burden, of closings. Such decisions exacerbate the already difficult conditions that high-risk minority students face. School closings also have social costs: reduced parent involvement in their children's education, flight to private schools, and decreased public support for educational bonds and levies. This report contains 40 references. (SV)

ED 322 695 EC 231 887

McKay, Bennie; Sullivan, Jackie
Effective Collaboration: The Student Assistance Team Model.
PUB DATE- 25 Apr 90
NOTE- 13p.; Paper presented at the Annual Convention of the Council for Exceptional Children (68th, Toronto, Canada, April 23-27, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Consultation Programs; Delivery Systems; *Disabilities; *Educational Cooperation; Educational Diagnosis; Elementary Secondary Education; High Risk Students; Intervention; Mainstreaming; Models; Referral; *Regular and Special Education Relationship; *Teamwork
IDENTIFIERS- *Prereferral Intervention
The paper describes the collaborative technique used by a school-based team of general and special educators, called a Student Assistance Team (SAT), to serve mainstreamed students and other unidentified "at risk" students in the regular classroom in a timely and efficient manner. The SAT referral process has five steps: teacher requests a consultation with the SAT; teachers' concerns are prioritized; possible resolutions to the concerns are brainstormed; an intervention is designed; and a follow-up consultation is subsequently held. Interventions are designed to meet the needs of the student(s) in a variety of ways. Some interventions are directed toward whole-school concerns, while most interventions target individual students. Some involve referrals to other agencies. Evaluation shows that use of the SAT approach has decreased the number of referrals for special education services and the number of "No Exceptionality" classifications. A form outlining procedures for conducting SAT meetings and an intervention plan form are appended. Includes five references. (JDD)

ED 322 723 FL 018 724

Negussie, Birgit
Oral Skills and Knowledge of Languages: A Resource in Development.
PUB DATE- Aug 88
NOTE- 15p.; Paper presented at the Annual Meeting of the International Conference of Ethiopian Studies (10th, Paris, France, August 22-26, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Skills; *Epistemology; Females; *Folk Culture; Foreign Countries; *Indigenous Populations; *Interpersonal Communication; Language Skills; *Oral Language; Social History
IDENTIFIERS- *Ethiopia
Ethiopia is a country with an old and rich oral tradition. The older generation is more knowledgeable than the younger in oral literature, and there is a need to document such knowledge before it is lost. Traditional health knowledge has come into focus as self-care for ailments has become more prevalent. Indigenous knowledge and its transmission is often practically oriented, as in transmission of behavioral patterns, dietary patterns, traditional medicine, and traditional pharmacopia. Initiation rites are important as rites of passage and learning forums for the younger generation. The practice of bearing and fostering the first child in the woman's mother's house also serves as a learning forum, during which the child learns much about cultural heritage and behavior, practical knowledge, housekeeping, and gardening. It also serves as a link between generations. Dietary customs are transmitted throughout life. Ethiopia's multilingual society has ample potential for transmission of knowledge. Elderly non-literate women commonly manage several languages, learned both in childhood and adulthood, and children are continuously taught in several languages. Radio is a likely vehicle for transmission of information, particularly in combination with literacy education. Orally based cultures such as this have a hidden resource that can be consciously used for modern development. (MSE)

ED 322 752 FL 018 761

Julkunen, Kyosti
Affective Properties of Open and Closed Vocabulary Tasks in Individualistic and Cooperative Learning Situations.
PUB DATE- Apr 90
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Cognitive Processes; *Cooperative Learning; English (Second Language); Foreign Countries; Grade 6; Grade 8; Learning Motivation; Learning Strategies; *Second Language Instruction; *Second Language Learning; Self Evaluation (Individuals); Student Evaluation; *Task Analysis; *Teaching Methods; *Vocabulary Development
IDENTIFIERS- Finland
A study was conducted using 292 sixth-graders (aged 12) and 301 eighth-graders (aged 14) from nine comprehensive schools in Joensuu, Finland to examine the effective properties of closed and open English vocabulary tasks in individualistic and cooperative learning situations. The report is based on a larger study "Situation- and Task-Specific Motivation in Foreign Language Learning and Teaching," which investigated the relationship between trait and state motivation. The students performed three open and three closed English vocabulary tasks in three different learning situations (individualistic, cooperative, and competitive). The students' pre- and post-task appraisals and attributions were recorded by means of an on-line motivation questionnaire immediately before and after each task. Closed tasks seemed to produce more success assessments while open tasks tended to give rise to failure assessments (i.e., students are more liable to perceive themselves as failures in open tasks than in closed ones). The cooperative situation produced more success assessments than the individualistic situation. High achievers did well in both open and closed tasks, however, low achievers tended to perceive themselves as failures in the open task in the individualistic situation. Contains 45 references. (GLR)

ED 322 785 FL 018 801

Warner, A. R.
The Range of Gapping and the Status of Auxiliaries.
PUB DATE- 89
NOTE- 12p.; In: York Papers in Linguistics 14; see FL 018 786.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Grammar; *Language Patterns; Language Research; *Linguistic Theory; Sentence Structure; Structural Analysis (Linguistics); *Verbs
IDENTIFIERS- *Auxiliary Verbs
Full verbs and auxiliaries are subject to gapping. In the simplest cases, this construction type involves apparent ellipsis within one or more clausal conjuncts under identity with the finite verb or auxiliary of a preceding conjunct. It has often been suggested that the apparent ellipsis must involve at least a verb. Some researchers see in the ellipsis of both full verbs and auxiliaries in this construction support for the claim that they belong to a wider category "verb." However, there is evidence for the argument that this analysis is wrong, and that there are straightforward cases of gapping that do not include a verb or auxiliary. It can be concluded that: (1) gapping may occur in conjoined "small clause" constructions and exclamative clauses, where the ellipsis crucially includes a noun, adjective, adverb, or preposition, suggesting that auxiliaries are not necessarily verbs; and (2) instead, gapping seems to involve an ellipsis that crucially includes a semantic factor or an item that corresponds to a head of an antecedent conjunction or of its major predicate, supporting the view that auxiliaries are heads. (MSE)

ED 322 799 FL 800 226

A Handbook for Teaching English as a Second Language in Adult Basic Education Programs.
Cleveland Public Schools, Ohio.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus.
PUB DATE- Jun 90
NOTE- 105p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Check Lists; Classroom Techniques; Communication Skills; Curriculum Design; *English (Second Language); *Instructional Development; Instructional Materials; *Language Teachers; Lesson Plans; Literacy; Second Language Instruction; Second Language Learning; *Teacher Education; *Teaching Methods
IDENTIFIERS- Ohio

This handbook was created to prepare teachers who will work in non-credit English-as-a-Second-Language (ESL) programs that are typically offered as a part of a larger Adult Basic Education (ABE) program. The handbook is designed to help these teachers to know which skills are included in language learning, the relative importance of these skills, the order in which to present them, and workable methods for teaching them. The following subjects are covered: (1) communication skills in ESL; (2) theory and methodology in second language instruction; and (3) the ESL curriculum. Additional information provided includes a materials list (such as textbooks and placement tests), professional resource lists (31 items), and several supplemental teaching aids (e.g., a communications competency checklist and games and songs). (GLR)

ED 322 815 HE 023 638

Biennial Budget Recommendations for Indiana Higher Education. 1989-91.
Indiana State Commission for Higher Education, Indianapolis.
PUB DATE- Dec 88
NOTE- 551p.
LANGUAGE- English
EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Budgeting; Educational Assessment; Educational Finance; *Educational Objectives; Higher Education; *Program Budgeting; State Colleges; *State Standards; State Universities; *Statewide Planning
IDENTIFIERS- *Indiana; Indiana Commission for Higher Education

The 1989-91 biennial budget recommendations for Indiana institutions of higher education are presented in three parts: (1) an overview; (2) a review in detail; and (3) a section of supporting documentation. Part I includes discussions about the demographic changes in the workforce of Indiana, the relationship of education to productivity, and higher education's response to these recommendations as well as specific funding suggestions for 1989-91. Part II provides a detailed review of the budgets

submitted by each university in their response to the educational objectives of the Commission and includes sections on the budget review process, university operating budgets, university line item budgets, university capital budget recommendations, State Student Assistance Commission budget, and postsecondary technical education funding recommendations. Part III contains 13 appendixes including materials on: higher education planning initiatives for 1988, Indiana's higher education performance compared to state-level performance objectives, recommended improvement projects, recommendations on use of Perkins funding, the consolidated cash budget recommendations for the 1989-91 biennium, and the list of institutional priorities and requested amounts. (DB)

ED 322 859 HE 023 811

Stowe, Peter; Zimbler, Linda
Characteristics of Stafford Loan Recipients, 1988. 1987 National Postsecondary Student Aid Study, E.D. Tabs.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-90-349
PUB DATE- Jun 90
NOTE- 114p.; Data Series: DR-NPSAS-86/87.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Higher Education; *Loan Repayment; Postsecondary Education; *Student Characteristics; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Stafford Loan Program
Data from the National Postsecondary Student Aid Study (NPSAS) are used to provide information about recipients of Stafford loans (formerly named Regular Guaranteed Student Loans). Both the in-school component and out-of-school component of the NPSAS contributed data to the report. Twenty-seven tables present data on: (1) patterns of Stafford borrowing during the 1986-87 school year, distribution of aid recipients, and average amounts of aid awarded, by level of study, control and level of institution, dependency status, family income, and major field of study; (2) cumulative borrowing, by the same elements as above; and (3) repayment of Stafford loans among individuals who had left school between 1976 and 1985, by repayment status (in-repayment, paid-in-full, or in-default) and by such characteristics of repayers as family income, major field of study, and amount borrowed. Appendices contain technical notes, a classification of instructional programs, and the survey questionnaire. (JDD)

ED 322 889 IR 014 588

Wack, John P.; Carnahan, Lisa J.
Computer Viruses and Related Threats: A Management Guide.
National Inst. of Standards and Technology (DOC), Washington, DC.
REPORT NO.- NIST-SP-500-166
PUB DATE- Aug 89
NOTE- 48p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Computer Networks; *Computer Software; *Contingency Management; Guidelines; Microcomputers; *Prevention; Viruses
IDENTIFIERS- Computer Hackers; *Computer Viruses; Data Protection
This document contains guidance for managing the threats of computer viruses, Trojan horses, network worms, etc. and related software along with unauthorized use. It is geared towards managers of end-user groups, managers dealing with multi-user systems, personal computers, and networks. The guidance is general and addresses the vulnerabilities that are most likely to be exploited. This document emphasizes that organizations cannot effectively reduce their vulnerabilities to viruses and related threats unless the organization commits to a virus prevention program, involving the mutual cooperation of all computer managers and users. The guidance is aimed at helping managers prevent and deter virus attacks, detect when they occur or are likely to occur, and then to contain and recover from any damage caused by the attack. The virus prevention program centers on strong user education, software management, the effective use of system controls, monitoring of user and system activity to detect abnormalities, and contingency procedures for containing and recovering. Nine references and 18 suggested readings are provided. (Author/DB)

ED 322 933 IR 053 378

Brown, Gerald R.
Developing an Effective School Resource Center System: The Winnepeg (Canada) Experience.
PUB DATE- Jul 89
NOTE- 16p.; Paper presented at the Annual Conference of the International Association of School Librarians (18th, Malaysia, July 22-26, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Centralization; *Change Strategies; *Cooperative Programs; Course Integrated Library Instruction; Elementary Secondary Education; Foreign Countries; *Learning Resources Centers; Library Associations; Library Collection Development; *Library Planning; *Library Role; Policy Formation; School Libraries
IDENTIFIERS- Canada

This paper discusses the need for developing provincial/state, regional, and district partnerships to provide critical support for library media programs at the building level. It maintains that the experts who provide leadership at each level must be strong advocates for the integration of the library media program into all aspects of the education program. The greatest need in developing a district library media program is identified as having managers with tireless energy, unlimited imagination, and eternal optimism as well as academic and professional qualifications and competencies. Extracts from three publications published by professional associations during the past 15 years summarize components of services that should be developed at the district level, including: (1) administrative services to handle the establishment and maintenance of system-wide resource services; (2) the coordination of collection development; (3) the establishment of circulation services compatible with the collection; (4) the evaluation of resources; (5) the planning of production and technical services; (6) the development of policies for organizing and maintaining collections and equipment; and (7) professional development and advisory services for school media specialists, classroom teachers, administrators, and consultants. Appendices detail the unique responsibilities of the province, the division, and the school, and provide a copy of a contract between a school principal and the school librarian which shows agreed-upon goals for the school's library. (13 references) (SD)

ED 322 945 JC 900 428

International Trade Seminar (Austin, Texas, December 2, 1988).
Midland Coll., TX. Business and Economic Development Center.; Permian Basin Private Industry Council, Midland, TX.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 2 Dec 88
NOTE- 49p.; For a related document, see JC 900 455.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Business Administration; Economic Change; Economic Progress; *Economics; *Exports; *International Trade; Marketing; Merchandising; School Business Relationship; Seminars; *Small Businesses; World Affairs
IDENTIFIERS- Economic Diversification; *Texas

Selected presentations from a 1988 seminar on international trade hosted by Midland College (MC) are included in this report. Designed to direct west Texas businesses toward diversification and to prepare them for international trade and business opportunities, the seminar featured speakers in the field of international trade, including bank administrators, corporate presidents, and college professors. The six seminar presentations contained in this document are as follows: (1) "From Extraction to Education: Texas in Transition to an International Economy," by W. Michael Cox, which discusses the need for companies to move from purely domestic sales to international marketing; (2) "Small Business Administration in International Trade," by Joseph Pena, which reviews the reasons for limited involvement in international trade by smaller business; (3) "Export Now: The Challenge To Go International," by John A. Adams, Jr., which identifies U.S. export trends and investment opportunities and provides specific information for companies seeking to engage in international trade; (4) "Business Negotiations with the Japanese," by Kazuko Rowland, which discusses the important cultural differences to consider when negotiating with Japanese business people; (5) "European Economic Unification," by Toby D. Atkinson, which considers the economic unification of Europe planned for 1992 and the implications for U.S. trade; and (6) "Texas Export Opportunities with Mexico," by Rebecca Bannister, which reviews twin-plant (maquiladora) arrangements with Mexico, and describes mechanisms for businesses to increase product sales to Mexico. (JMC)

ED 322 971 JC 900 468

Preece, Mary
The Reliability, Validity, and Usefulness of Student Evaluations for the Purpose of Improving Teaching in Postsecondary Institutions: Annotated Bibliography.
PUB DATE- Jan 90
NOTE- 21p.; Graduate seminar paper, University of Toronto.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Annotated Bibliographies; Cognitive Development; Community Colleges; Course Evaluation; Educational Objectives; Literature Reviews; Response Style (Tests); Student Behavior; *Student Evaluation of Teacher Performance; *Teacher Effectiveness; Teacher Influence; *Test Reliability; *Test Validity; Two Year Colleges
This literature review and annotated bibliography on student evaluations of teacher performance begins by reviewing the issues involved and the results of relevant research. The introductory section indicates that student evaluations of teaching effectiveness are commonly solicited in Ontario postsecondary institutions as diagnostic feedback to faculty about their teaching performance. Their use is regularly criticized by teachers, who question the validity and reliability of the data collected. Results of studies regarding the reliability and validity of students' evaluations are highly contradictory. Part of the problem lies in the preconceived biases of some who study student ratings, while variations in the evaluation instruments can make effective assessment difficult. Similarly, if there is a discrepancy between the grade expected by a student, and the actual grade received, this can significantly effect an evaluation's validity. Research shows that instructor sex, rank, and grading standards have minimal impact on student ratings, while there exists a positive correlation between student examination results and student instructor ratings. Student ratings have been found to be highly valid indices of achievement of attitudinal and motivational goals of education, and reasonably valid indices of achievement of cognitive goals. In general, research on student evaluations suggests that students are competent to report on teaching effectiveness and that the data is reliable and, when taken in context, valid. The annotated bibliography lists 30 papers, reports, book chapters, journal articles, and monographs, published between 1971 and 1988. (JMC)

ED 322 984 JC 900 488

Charles, Richard F.
International Education Programs.
Foothill-De Anza Community Coll. District, Los Altos Hills, Calif.
PUB DATE- 9 Jan 90
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Cross Cultural Training; English (Second Language); *Foreign Students; Institutional Cooperation; *International Cooperation; *International Education; *International Educational Exchange; Internship Programs; Second Language Instruction; Study Abroad; Two Year Colleges
In response to global changes and a growing focus on international affairs, Foothill and De Anza Colleges have developed a number of international education programs. Since their beginnings, both colleges have hosted full-time students from other countries under the F-1 Visa Program. Another program, Campus Abroad, is a partnership arrangement between the Foothill-De Anza community college district and the American Institute for Foreign Study to conduct educational programs abroad in cities such as Paris, London, and Salzburg. Other activities of the colleges have included the development of instructional divisions for international studies, efforts towards establishing sister-school agreements with colleges in Japan, and programs to bring groups of students from foreign countries to the colleges for intensive, short-term academic and cultural experiences. At Osaka YMCA College's request, Foothill began offering ESL classes to Japanese students on the Osaka campus in the spring of 1988. This program prepares students to transfer to Foothill to become full-time F-1 visa enrollees. Another international program, founded 18 years ago, is the International Internship Program which provides Americans with much-needed linguistic, cultural, and practical work immersion to supplement their studies of German and French languages. Activities in the planning stages include international support services, additional specialized instructional programs, and short-term ESL efforts. (JMC)

ED 323 013 PS 019 017

Keller, Jack J.
Strategy Games: Developing Positive Attitudes and Perseverance toward Problem Solving with Fourth Graders.
PUB DATE- Jun 90
NOTE- 59p.; Master's Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Curriculum Enrichment; *Elementary School Students; Games; Grade 4; Intermediate Grades; *Mathematics Instruction; *Problem Solving; Program Descriptions; Student Improvement; *Student Motivation; *Transfer of Training; Word Problems (Mathematics)
A fourth grade teacher and grade level team leader designed and implemented a 10-week practicum intervention meant to improve 26 fourth grade students' motivation, perseverance, and positive attitudes toward problem solving in mathematics. Students took part in activities that enhanced perceptual and deductive reasoning skills, including strategy games. Students were taught seven different problem solving techniques. Evaluation data indicated that there was positive transfer from instruction in strategy games to problem solving. Student attitudes improved, and perseverance and knowledge of problem solving techniques increased. Appendices provide a test of problem solving techniques, attitude inventory items, objectives or rules of games played, and tangram activities. (RH)

ED 323 053 RC 017 701

Molnar, Joseph J.; And Others
The Sustainability of Aquaculture as a Farm Enterprise: Impacts and Consequences of Fish Culture in Rwanda.
PUB DATE- 6 Apr 90
NOTE- 37p.; Paper presented at the joint meeting of the Southern Sociological Society and the North Central Sociological Association (Louisville, KY, March 21-25, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agricultural Production; Agriculture; Developing Nations; Farmers; Food; Foreign Countries; *Land Use; Rural Extension; *Technical Assistance
IDENTIFIERS- *Aquaculture; *Fish Farming; Fish Ponds; Rwanda
Rwanda, a small country in Africa, has experienced declines in per capita food production. Fish culture is one part of a many-stranded effort to increase food production and food security by intensifying the use of land resources to produce a much-needed protein crop. Beginning in 1983, the Rwanda National Fish Culture Project has assisted farmers with the upgrading of their fish ponds and identified and provided a species suitable for the high elevation, cool water environment. Average annual production among participants has been raised from 300 kilograms to 1,550 kilograms per hectare. New technologies like fish culture must conform with the environment and activities of the farming system. Thus, rural extension is relevant in providing technological assistance to farmers. Data were obtained from 186 Rwandan farmers throughout the nation who had active ponds for 2 years and who received extension services during that period. Responses to the survey suggest a relatively uniform expectation for continuing fish culture, even though many factors affecting the sustainability of aquaculture as a farm enterprise are related to infrastructure beyond farmer control. A great deal of spontaneous emulation is occurring outside the project. Neighbors and relatives are constructing fish ponds, often without technical assistance. One threat to the evolution of fish culture is improperly constructed ponds. These ponds are too small, leaky, or have improper water temperatures, shortcomings that will undermine the success achieved by project participants. The paper discusses the necessary corrective or technical assistance to these emulators to avoid unnecessary failures. (ALL)

ED 323 079 RC 017 738

Morris, Patricia McGrath
Higher Prices, Fewer Choices: Shopping for Food in Rural America.
Public Voice for Food and Health Policy, Washington, DC.
SPONS. AGENCY- Aspen Inst., Durham, NH. Rural Economic Policy Program.; Ford Foundation, New York, N.Y.
PUB DATE- May 90
NOTE- 68p.
AVAILABLE FROM- Public Voice for Food and Health Policy, Suite 522, Connecticut Avenue, N.W., Washington, DC 20036 ($12.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cost Indexes; *Costs; *Food; Food Stores; *Poverty Areas; Program Effectiveness; Program Evaluation; *Rural Areas; Rural Urban Differences; Welfare Recipients
IDENTIFIERS- Department Of Agriculture; *Food Stamp Program; Thrifty Food Plan
The Food Stamp Program is the U.S. government's primary program to prevent the rural poor from going hungry. Food stamp allotments are set each year based on the cost of the "Thrifty Food Plan" (TFP), a minimally adequate diet defined by the U.S. Department of Agriculture (USDA), which sets costs by examining average food prices in urban supermarkets. This nationwide study examines rural markets to determine the actual cost and availability of TFP foods for persistently poor rural America. In 1989, a team of 2 surveyors traveled to 33 persistently poor rural U.S. counties, pricing 77 TFP foods in 133 food stores, including 51 supermarkets and 82 small to medium food stores. The study finds few competitively priced supermarkets located in rural areas, making the rural poor dependent upon limited, more expensive food sources. It also found unstocked shelves and a lack of nutritionally important foods. As a result of these conditions, the price of a rural TFP marketbasket exceeded food-stamp allotments. In 1989, the average cost for a week's worth of TFP groceries for a four-person household in poor rural America was 36% higher than USDA's 1989 maximum weekly food stamp benefit allotment of $75 for that household. The document recommends that food-stamp allotments be raised, that they be revised more often, and that the government re-evaluate the methodology used to establish food-stamp benefits. The document also recommends steps to support low-interest loans and cooperative wholesale buying for small and medium food stores in economically depressed rural areas. (TES)

ED 322 768 FL 018 779

Dooley, Robert A.
Switch Reference in Mbya Guarani: A Fair-Weather Phenomenon.
Summer Inst. of Linguistics, Grand Forks, N. Dak.
PUB DATE- 89
NOTE- 28p.; In: Work Papers of the Summer Institute of Linguistics 1989, University of North Dakota Session, Volume 33; see FL 018 773.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Grammar; *Language Patterns; Language Research; Linguistic Theory; *Sentence Structure; Uncommonly Taught Languages
IDENTIFIERS- Markedness; *Mbya Guarani; *Referents (Linguistics)
Switch reference, in which certain clauses contain a signal indicating whether that clause has the same or a different subject, is examined in Mbya Guarani. It is found that most cases can be covered by a grammatical rule stated in terms of the grammatical subjects of the two clauses involved, yielding "same subject" and "different subject" markers. In sentences where this subject-related dichotomy is complex, switch-reference marking can instead be used to indicate facts of a semantic or pragmatic nature, such as whether the clauses have the same agent/topic or the same semantic type. These are considered marked uses of Mbya switch reference. Certain aspects of these uses can be described by rules similar to grammatical ones, but the description is essentially external, depending on factors outside the formal system. Mbya switch reference is therefore one example of linguistic phenomena conditioned by grammatical features and amenable to description by grammatical rule, but only in the unmarked case. In marked modes of use, they are conditioned by extragrammatical factors. More specifically, Mbya switch reference is a "fair-weather phenomenon" whose marked uses are triggered by complexities arising with its unmarked use. Further questions arising from this analysis are discussed briefly. (MSE)

ED 322 904 IR 053 216

You'll Manage Becoming a Boss...Best Tips and A Bibliography.
American Library Association, Chicago, Ill.
PUB DATE- 80
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Libraries; *Administrator Effectiveness; *Leadership Styles; Leadership Training; *Library Administration; Management by Objectives; Management Development; *Middle Management; Organizational Objectives; *Professional Development; Public Libraries; *Supervisory Methods

The comments of 21 library professionals from academic and public libraries on principles of library administration are presented in this guide. The members of the Library Administration and Management middle management discussion group touch upon goal setting in management, getting to know new staff, interpersonal relationships between employee and manager, motivating employees, and getting more from meetings, as well as other issues of concern to managers. Suggestions take the form of: (1) lists of required managerial abilities, skills to acquire, and dos and don'ts; (2) accounts of specific personal experiences of librarians in management situations; and (3) tips relating to broader library administration issues. A 34-item bibliography includes selections supporting each of the topical areas covered in the text. (SD)

ED 322 919 IR 053 237

Library of Michigan Long-Range Plan, October 1989 to September 1992.
Michigan Library, Lansing.
PUB DATE- Aug 89
NOTE- 64p.; For an earlier report, see ED 249 990.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; *Library Cooperation; Library Expenditures; *Library Planning; *Library Services; Library Standards; *Long Range Planning; Organizational Objectives; *Program Development; Public Libraries; State Libraries; User Needs (Information)
IDENTIFIERS- *Library of Michigan; *Library Services and Construction Act

Prepared as an outline of the long-range Michigan Library development program as required by the Library Services Construction Act (LSCA), this report presents goals, objectives, and procedures for strengthening and improving library services to Michigan Library's users over a 3-year period. The Library of Michigan's Long-Range Plan makes up the first half of the report. Following the library's mission statement and a list of 32 planning assumptions which serve as background for long-range planning, three goals are presented: (1) to meet the information needs of the legislature and state government; (2) to meet the administrative, developmental, and technical assistance needs of Michigan libraries of all types; and (3) to meet the library service needs of individuals and agencies for which the state has a statewide resource responsibility. Each goal is divided into a series of objectives to further define the goal, a list of activities to launch the objectives into action, and a note about the status of each objective. The second half of the report is the LSCA Long-Range Program, which serves to supplement the Library of Michigan's Long-Range Plan. This portion of the report specifically addresses LSCA programs and priority needs, presenting a plan for utilizing Title I, II, and III funds. (SD)

ED 322 958 JC 900 450

Hines, Thomas E.
Creative Alliances with the Business Community: Pima Community College.
PUB DATE- 9 Jul 90
NOTE- 16p.; Paper presented at the Annual International Conference on Leadership Development of the League for Innovation in Community Colleges, "Leadership 2000" (2nd, San Francisco, CA, July 8-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Consortia; Cooperative Programs; Curriculum Development; *Environmental Education; Industry; Institutional Cooperation; Intercollegiate Cooperation; Program Development; *School Business Relationship; *School Community Relationship; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Pima Community College AZ
Pima Community College (PCC) in Tucson is involved in a number of creative alliances with the Arizona business community, including the Arizona Consortium for Education and Training and the Arizona State Environmental Technical Training Center (ASETT). Through the Consortium, PCC, in conjunction with Arizona four-year colleges, provides specific technical training required by participating businesses and firms in the area. Monthly meetings between member businesses and colleges are devoted to discussing new, ongoing, and needed programs and services. The Consortium is effective because it is informal, open to any organization, and places limited demands on members. ASETT is one of approximately 40 regional centers sponsored by the United States Environmental Protection Agency. The academic component of the program focuses on water treatment and distribution, wastewater treatment and collection, and hazardous materials and solid waste. Students can earn one-year, advanced certificates or an associate degree in applied science. The ASETT Center provides the business community with statewide technical seminars and contract training. Enrollments in the academic program have grown by more than 128% over the past 3 years. The success of these college-business programs is attributable to the fact the PCC is doing what community colleges do well--teaching, curriculum, and related educational areas. An attachment provides brief outlines of these and other programs linking PCC with the business community and includes the names of contact persons. (JMC)

ED 322 999 PS 018 994

First Teachers: A Family Literacy Handbook for Parents, Policy-Makers, and Literacy Providers.
Barbara Bush Foundation for Family Literacy, Washington, DC.
REPORT NO.- ISBN-0-440-19805-4
PUB DATE- 89
NOTE- 78p.
AVAILABLE FROM- Barbara Bush Foundation for Family Literacy, 1002 Wisconsin Avenue, NW, Washington, DC 20007 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Literacy; *Educational Innovation; Educational Needs; Educational Policy; Educational Practices; *Family Programs; *Literacy Education; Parents as Teachers; Profiles; Program Descriptions; Program Effectiveness
IDENTIFIERS- *Family Literacy; *Program Characteristics

This handbook presents annotated "snapshots" of 10 innovative family literacy programs, almost all of which were begun by an individual with a vision of a new way to solve a demanding educational problem. Profiles depict, in terms of background, characteristics, evidence of success, and advice to policymakers and practitioners, the: (1) Parent and Child Education (PACE) Program; (2) Kenan Trust Family Literacy Project; (3) SER Family Learning Centers (FLCs) of SER-Jobs for Progress, Inc.; (4) Parent Readers Program; (5) MOTHEREAD, Inc.; (6) Mothers' Reading Program; (7) Arkansas Home Instruction Program for Preschool Youngsters (HIPPY); (8) Parents as Partners in Reading: A Family Literacy Program for Teachers and Administrators; (9) Parent Leadership Training Project; and (10) Avance Family Support and Education Program. A chart summarizes program characteristics, including goals, target population, outreach, funding, support services, materials, special features, and outcomes. Contact information for programs and a list of additional sources of information and assistance are provided. (RH)

ED 323 067 RC 017 724

Improving School Performance. A Report to the Sixteenth Alaska Legislature.
Alaska State Board of Education, Juneau.
PUB DATE- 1 Feb 90
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Alaska Natives; Educational Improvement; Educational Planning; Elementary Secondary Education; *High Risk Students; *Improvement Programs; Program Proposals; Public Education; Rural Education; School Effectiveness; *State Boards of Education; *State Programs; State Standards
IDENTIFIERS- *Alaska

In response to Legislative Resolve 47 of the 1989 Alaska Legislature, the Alaska State Board of Education prepared this report on efforts to improve school performance and recommendations for legislative action. In the past year, the State Board met with educators, parents, Native leaders and organizations, nationally known experts, and appropriate legislative committees; appointed task forces to examine four major areas; and drafted legislative proposals. These proposals recommend that the legislature appropriate funds to: (1) restructure educational services in grades K-4, emphasizing language development and integration of curriculum content; (2) develop business and school partnerships aimed at preventing dropout; (3) create incentive programs to encourage high risk students to stay in school; (4) provide early childhood education and parenting programs; and (5) develop an evaluation and research agenda to focus on Alaska's education problems. The Alaska Department of Education will form partnerships with colleges and universities to strengthen teacher education programs and to recruit Native and rural residents. The Department of Education will develop pilot projects aimed at improving student performance in low performing districts. The State Board of Education will adopt a statewide school improvement plan featuring standards for educational outcomes, objectives for low performing districts, and an assessment and monitoring system. Appendices contain information on: (1) factors contributing to poor student performance; (2) the extent of Alaska's at-risk problem; (3) common characteristics of the 20 low achieving school districts; (4) state standards for outcomes of public education; and (5) State Board of Education long-range goals for school and student performance. (SV)

ED 322 709 FL 018 615

Perkins, Kyle; And Others
A Level-of-Question Effect on ESL Reading Comprehension.
PUB DATE- 90

NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; *English (Second Language); Language Research; Language Tests; *Questioning Techniques; *Reading Comprehension; Student Evaluation; Test Format
IDENTIFIERS- *Japanese Speaking; *Southern Illinois University Carbondale

A sample of 150 Japanese English-as-a-Second-Language students at Southern Illinois University, Carbondale was given a reading comprehension test containing three levels of questions: factual, generalization, and inference, to measure comprehension effects at different proficiency strata. The results indicated that there were significant differences among the proficiency strata for the factual questions, but no significant differences among the generalization and inference levels of questions. An explanation for the compacted scoring distributions and resultant lack of significant differences among the proficiency strata is that the generalization and inference levels of questions required more short term memory ability, the attention and recall of more textual material, and more elaboration and rehearsal than the samples' target language competence could accommodate. In other words, the questions presented a processing overload. Sample test passages and reading probes are appended. The document contains 16 references and 7 figures. (Author/GLR)

ED 322 738 FL 018 746

White, Caroline A.

Hispanic Encounters for Cross-Cultural and Linguistic Development.
PUB DATE- 90
NOTE- 279p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Cross Cultural Training; *Cultural Awareness; Experiential Learning; *Hispanic American Culture; *Hispanic Americans; Independent Study; *Intercultural Communication; Learning Activities; Second Language Instruction; *Spanish

This guide provides information for individuals to use in experiencing Hispanic culture in the United States, using local resources. The guide is designed to aid in developing and carrying out a plan for direct, face-to-face cross-cultural encounters with Hispanics and for developing cross-cultural awareness, self-awareness, and linguistic abilities. The guide is in three parts. The first part concerns theoretical and applied cross-cultural and linguistic concepts and discusses cross-cultural and linguistic terminology, self-awareness, cross-cultural awareness and understanding, language acquisition, cross-cultural training, cultural value orientations, American cultural values, cultural incidents and assimilators, cultural adjustment, and intercultural communication. The second part offers insights on Hispanics in the United States and their various cultures. This section contains Hispanic profiles, Hispanic statistical data, and information about living environment, cultural characteristics and values, and social structures of Hispanics living in the United States. The third part consists of experiential cross-cultural and linguistic guided exercises from which the reader may select to suit his/her own personal experience. The exercises focus on the process of planning, proceeding, experiencing, and assessing. Two bibliographies, one on cross-cultural and linguistic development and the other on Hispanics in the United States, and a list of references are appended. (MSE)

ED 322 800 FL 800 227

Nelson, David; Bringewatt, Marg
Report on the Evaluation of Adult Refugee ESL Programs in Minnesota.
Minnesota State Dept. of Education, St. Paul. Office of Community and Adult Basic Education.
SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, D.C.
PUB DATE- 23 May 86
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; Adult Learning; Educational Strategies; *English (Second Language); Instructional Effectiveness; Limited English Speaking; Policy Formation; *Program Evaluation; Public Policy; *Refugees; *Second Language Instruction; Student Evaluation; Student Placement; Teaching Methods
IDENTIFIERS- *Minnesota
The Minnesota Department of Education's Office of Community and Adult Basic Education commissioned an evaluation the 18 adult refugee English-as-a-Second-Language (ESL) programs funded in 1985-86 through the Minnesota Refugee Program Office of the Department of Human Services. The purpose of the evaluation was to identify effective practices and make recommendations for future decision making and planning. Two sources of information were used to explore this question: (1) the data system used by the Refugee Program Office; and (2) the information from the people delivering and receiving services. The report discusses the project design, methodology, and activities, and examines the clustering of students based on student performance levels (SPL). The next section summarizes the context and method variables that are perceived to be most effective in teaching English to adult refugees. The final section of the report looks at the critical issues for public policy decisions. This section also includes recommendations in the areas of student performance measurements and the data system being developed. (GLR)

ED 322 831 HE 023 767

Instructional Locations Away from the Main Campus, State University of New York: Fall 1989. Report No. 16-90.
State Univ. of New York, Albany. Central Staff Office of Institutional Research.
PUB DATE- Jun 90
NOTE- 142p.
AVAILABLE FROM- Central Staff Office of Institutional Research, State University of New York, State University Plaza, Albany, NY 12246.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - General (140) Numerical/Quantitative Data (110)
DESCRIPTORS- Credit Courses; Degrees (Academic); Higher Education; Institutional Research; Multicampus Colleges; *Off Campus Facilities; School Registration; Tables (Data)
IDENTIFIERS- *State University of New York

This comprehensive report summarizes the results of the Instructional Locations Away from the Main Campus Survey, Fall 1989. The five tables of data contained in the report are as follows: Table I presents summary information on the 471 instructional locations away from the main campus that were reported; Table II presents detail information by institution on each of the reported instructional locations; Table III indicates 49 instructional locations away from the main campus which meet the New York State Education Department (NYSED) requirements for branch campuses, interinstitutional programs or exceptions by offering complete academic programs leading to a certificate or degree; Table IV presents 32 locations which meet the NYSED requirements for extension centers or interinstitutional centers, i.e., not offering a complete academic program but offering more than 15 credit courses or having more than 350 course registrations; and Table V indicates the 390 locations which currently meet the NYSED requirements for extension sites or interinstitutional sites, i.e., not offering a complete academic program and offering 15 or less credit courses and having 350 or less course registrations. (GLR)

ED 322 845 HE 023 788

Hutchings, Pat
Assessment and the Way We Work.
American Association for Higher Education, Washington, D.C.

PUB DATE- Jun 90
NOTE- 12p.; Paper presented at the American Association for Higher Education Conference on Assessment (5th, Washington, DC, June 30, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Colleges; Educational Objectives; *Educational Planning; *Evaluation; Evaluation Criteria; Higher Education; Instructional Improvement; Outcomes of Education; Personal Narratives; Relevance (Education); Teacher Evaluation; Universities
IDENTIFIERS- *Assessment of Performance in Teaching

The assessment process and its impact on how college teachers teach and work together is explored through the personal recollections and perspectives of a teacher. The discussion touches on how the principles of assessment effect every aspect of teaching: syllabus development, classroom effectiveness, relationships with students and colleagues in the department, and across the institution. Examples are given which help illustrate the assessment process in helping students get answers to their questions of what is expected of them and where the instruction is going. Additional stories relate to how assessments influence how teachers work with one another and how it prompts conversation about student learning that otherwise would not take place at all, or only on the most sporadic basis, or in ways that have little chance of finding their way into institutional decision making. This is viewed as one of the most powerful effects of assessments. The culture of assessment is discussed from the viewpoints that it assures that teaching is taken seriously and rewarded, that it values teaching, and that it provides accountability. Finally, future needs in the area of assessment are discussed. (GLR)

ED 322 875 IR 014 237

Stoloff, David L.
Computers on the Border: Case Studies from Three "Nations"--Quebec, The Foundry, and New England. Research Report.
PUB DATE- Apr 85
NOTE- 27p.; Paper presented at the Meeting of the Comparative and International Education Society (Stanford, CA, April 18-20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Boards of Education; Comparative Analysis; *Computer Assisted Instruction; *Cultural Influences; *Educational Change; Educational Planning; *Educational Policy; Foreign Countries; Instructional Innovation; State Departments of Education
IDENTIFIERS- New York (North Country); Quebec; Vermont
This paper argues that computers in education on the Quebec (Canada), New York, and Vermont borders reflect different styles of education and cultural ethos. This paper examines a 6-month period of this educational innovation from October 1984 to April 1985. In Quebec, the Ministry of Education is involved in the purchase of computers, teacher training, and development of curriculum for computer literacy. The approach to computer use in the classroom is gradual and coordinated on both the Ministry and local levels. In the North Country of New York, local school districts purchase computers and develop systems for their use independently of other districts and, often, without state involvement. In Vermont, decisions about how the schools introduce and use computers are made by the board of education as part of a locally coordinated effort and as a function of the local community. Discussions of the varying uses of computers in each of the three geographical areas suggest that: educational planning for computers in Quebec may reflect a reaction to religion and a need to maintain a cultural identity, a labor-intensive community orientation in New York promotes competition between and continual development of institutions, and emphasis on activities in learning rather than objectives; and in Vermont local control emphasizes democracy and group decision making. (DB)

ED 323 027 PS 019 040

Groover, Susan Varner; Endsley, Richard C.
Family Environment and Attitudes of Homeschoolers and Non-Homeschoolers.
PUB DATE- 88
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- Child Rearing; Comparative Analysis; Educational Attitudes; Educational Practices; Elementary Secondary Education; *Family Attitudes; *Family Characteristics; *Family Environment; Family Relationship; *Home Schooling; Parent Participation; Peer Relationship; *Public Schools; Socialization
IDENTIFIERS- *Academic Orientation; *Value Orientations
This study explored differences between families with children educated at home and those with children in public schools, and examined the educational and socialization values and practices of different subgroups of homeschoolers. Subjects were 70 homeschooling parents and 20 nonhomeschooling parents who completed a questionnaire assessing parents' educational and child-rearing values and practices, and family members' social relationships outside the home. Homeschoolers were divided into groups according to reasons they gave for homeschooling: either academic reasons or reasons related to beliefs. Findings indicated that homeschooling parents had more hands-on involvement in their child's education. Home environments of academically motivated homeschoolers were more stimulating than those of homeschoolers motivated by beliefs or those of children in public schools. Academically motivated homeschooling parents expected earlier maturity and independence from children than did parents in the other groups. Homeschoolers restricted children's television viewing more than non-homeschoolers. Homeschoolers motivated by beliefs were more authoritarian and involved in church activities than parents in the other groups. (RH)

ED 322 696 EC 231 888

Family Resource Coalition Report. Focus: Families of Children with Special Needs.
Family Resource Coalition, Chicago, IL.
PUB DATE- 88
NOTE- 25p.
AVAILABLE FROM- Family Resource Coalition, 230 N. Michigan Ave., Suite 1625, Chicago, IL 60601.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Delivery Systems; *Disabilities; Early Intervention; Family Involvement; *Family Programs; Family Role; *Human Services; Parent Participation; Parent Role; Preschool Education; *Program Descriptions; Resources; Respite Care; *Social Support Groups
IDENTIFIERS- Empowerment

This special issue of a periodical focuses on building support and resources for families of children with special needs. It contains 13 articles in addition to descriptions of 10 programs serving special needs families at the local level, a list of 15 resource organizations and 10 publications/audiovisual aids, and a message from the coalition's president. Titles and authors of the 13 articles are: "Parents Take Priority in Family-Centered Care" (Elizabeth Jeppson); "A Fully Human Life" (Linda Gilkerson); "Supporting and Strengthening Families: New Visions, New Directions" (Carl Dunst); "Family Bonds: The Binding Force" (Patricia McGill Smith); "Parent-to-Parent Support: A Federal Program" (Martha Ziegler); "The Parent/Professional Relationship: Complex Connections, Intricate Bonds" (Madelyn Anne Iris); "Special Needs Children, Special Needs Fathers" (James May); "Respite Care" (Shirley Cohen); "New Perspectives on Financing Health Care" (Julianne Beckett); "A Life Span Perspective" (Ann Turnbull); "States Take Leadership Role in Prevention/Early Intervention Programs for Young Children with Special Needs" (Eleanor Szanton); "For Preschoolers with Handicaps--Free Appropriate Public Education by 1991-92?" (Pascal Trohanis); and "Networking in New York State: A Green Thumb Experience" (Lisa Grippo-Gardner and Catharine McHugh). (JDD)

ED 322 724 FL 018 725

Rickard Liow, Susan
Language Testing in Singapore: A Cognitive Approach.
PUB DATE- Apr 90
NOTE- 23p.; Paper presented at the Annual Meeting of the Regional Language Centre Seminar (Singapore, April 9-12, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingualism; Case Studies; *Cognitive Processes; Diagnostic Tests; Dyslexia; Elementary Education; English; Foreign Countries; Intelligence Tests; *Language Tests; Models; *Reading Difficulties; *Reading Processes; Remedial Reading; Testing; *Written Language
IDENTIFIERS- Chinese Speaking; *Singapore
This discussion focuses on reading problems arising when bilingual children must learn two different scripts, and how the nature of the relationship between the two scripts may influence the child's ability to transfer and develop reading skills. First, models of normal and abnormal reading in English are described. The significance of these models for understanding the reading processes for other writing scripts, such as Malay and Chinese, are then considered. Data from a case study of a biscriptal Chinese/English-speaking boy with reading problems in English are then presented and explained with reference to the dual route reading model. The paper concludes by reviewing possible implications for educational assessment and reading remediation in the context of Singapore's predominantly bilingual, biscriptal primary school population. (Author/MSE)

ED 322 753 FL 018 764

Alderson, J. Charles
Judgements in Language Testing, Version Three.
PUB DATE- Apr 90
NOTE- 13p.; Paper presented at the Meeting of the World Congress of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Difficulty Level; *Evaluative Thinking; *Item Analysis; Language Research; *Language Tests; *Testing; *Test Items; *Test Results

Language testing is an area of applied linguistics that combines the exercise of professional judgment about language, learning, and the nature of the achievement of language learning with empirical data about student performance and, by inference, their abilities. The relationship between judgments and empirical data in language testing is examined through three studies. The first investigates language professionals' judgments about test content and the skills and abilities supposedly being tested by certain test items and compares them with test results and the attitudes of test-takers. The second study compares the judgments that experienced test writers and scorers make about item and test difficulty and compares them with item results. The third study gathers judgments from language testers and teachers about standards of performance of a given population in a standard-setting exercise aimed at determining grade boundaries for a public examination. The implications of the findings are discussed. (Author/MSE)

ED 322 786 FL 018 803

Peachey, Linda
Language Learning in Large Classes: A Pilot Study of South African Data. Lancaster-Leeds Language Learning in Large Classes Research Project Report No. 8.
Lancaster Univ. (England). Dept. of Linguistics and Modern English Language.; Leeds Univ. (England). School of Education
SPONS. AGENCY- Bell Educational Trust, Cambridge (England).; British Council, London (England).
REPORT NO.- ISBN-1-872351-07-7
PUB DATE- 89
NOTE- 45p.; Also supported by the Centre for British Teachers.
AVAILABLE FROM- Hywel Coleman, Overseas Education Unit, School of Education, University of Leeds, Leeds LS2 9JT, UK (individual reports, .50 pounds sterling, surface mail; packet of 12 reports, 5.00 pounds sterling, surface mail).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Class Size; English (Second Language); Foreign Countries; Instructional Effectiveness; *Large Group Instruction; Primary Education; Questionnaires; Second Language Learning; *Teacher Attitudes; *Teacher Effectiveness
IDENTIFIERS- Botswana; *South Africa
A study investigated the actual and ideal size of English second language classes in areas of Africa, and the problems associated with teaching large classes. Data were obtained from teachers from South Africa and Botswana attending a course at Leeds University (England). The two questionnaires used gathered information on (1) class size, perception of ideal class size, and the importance attached to class size in the teaching situation; and (2) ways in which large classes stop teachers from doing what they would like to, teachers' perceptions of an ideal class, methods used in a large class, and teachers' general opinions about why teaching in large classes is a problem to be studied. Results suggest that teachers do find large classes problematic for reasons other than student numbers. Actual class size and perceptions of ideal class size varied considerably. All respondents felt they were teaching classes that were too large. While teachers' responses were powerfully influenced by their own experience, the inconsistency of ideal or difficult class sizes suggests some hypothesizing on their part. Despite this finding, this population's responses were consistent with those of teachers in other parts of the world. (MSE)

ED 322 816 HE 023 736

The UMCP Graduate Perspective. MLS Research Highlights. Research Report #16.
Maryland Univ., College Park. Div. of Student Affairs.
PUB DATE- 90
NOTE- 11p.
AVAILABLE FROM- Maryland Longitudinal Study, University of Maryland at College Park, 2108 Mitchell Building, College Park, MD 20742.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Persistence; *Black Students; *Dropout Research; Dropouts; Graduate Surveys; Higher Education; Motivation; Racial Differences; School Holding Power; Social Life; *Student Attrition; *Student College Relationship; Student Welfare
IDENTIFIERS- *University of Maryland College Park

The report focuses on students (a Representative Group and a Black Group) who persisted at the University of Maryland, College Park (UMCP) to graduation and discusses some of the factors traditionally associated with persistence to graduation. The report showed that significant numbers of students who have departed the university did so while in good academic standing. It was also discovered that students (especially black students) who lived on campus during their later years at UMCP were more likely to complete their degree program at College Park than students who lived with their parents that year. Discussions with UMCP graduates concerning their retrospective assessments of non-academic issues found that nearly three-quarters of the UMCP graduates found great satisfaction in their friendships and interpersonal relationships, in settling on their major, and in confronting day to day problems. Nearly all UMCP graduates were satisfied with their overall college experience, and two-thirds agreed that they expected to be identified as UMCP alumni. These findings notwithstanding, student departure prior to graduation raised issues involving the university's responsibility (course access, adequate advising) and student responsibility (motivation, personal investment, competing agendas). Appendixes provide data on enrollment patterns by academic standing for the Representative Group and the Black Group. (GLR)

ED 322 860 HE 023 812

Stark, Joan S.
Seven Liberal Outcomes of Professional Study.
Michigan Univ., Ann Arbor. Center for the Study of Higher Education.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 88
NOTE- 315p.
CONTRACT- G008541202
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; Discussion; *Educational Objectives; *General Education; Higher Education; Information Dissemination; *Integrated Activities; *Liberal Arts; *Professional Education; *Program Implementation; Self Evaluation (Groups); Undergraduate Study

A group of faculty members and accrediting representatives was assembled to explore ways to better integrate liberal and professional study during the undergraduate years. The group based its discussions on educational outcomes previously identified by the project directors as important for all college-educated professionals. The project involved faculty in eight professional fields: architecture, business administration, education, engineering, journalism, nursing, pharmacy, and social work. The dialogue and dissemination activities were extremely successful in stimulating national interest about integrating liberal and professional study. The project resulted in distribution of: (1) 10,000 copies of a summary report; and (2) a self-study guide for campus use in stimulating conversation about integration of liberal and professional study, entitled "PLUSS: Professional/Liberal Undergraduate Self-Study." Appendices contain a copy of the summary report, titled "Strengthening the Ties That Bind: Integrating Undergraduate Liberal and Professional Study" (ED 304 951); a copy of the self-study guide "PLUSS"; press releases, advertisements, and letters relating to release of the report; mailing lists; workshop description; an executive summary; and a list of institutions that ordered the summary report or the self-study instrument. (JDD)

ED 322 905 IR 053 218

Piotrowski, Chris
CD-ROMs in College and University Libraries.
PUB DATE- 89
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; *Access to Information; *Bibliographic Databases; Higher Education; Information Retrieval; *Library Expenditures; Library Surveys; *Optical Data Disks; Psychology; Reference Materials; *Research Tools
IDENTIFIERS- ERIC
In the fall of 1988, a survey was conducted to evaluate the adoption of CD-ROM systems in U.S. colleges and universities by examining which major CD-ROM databases were available through the reference departments of academic libraries. The sample was composed of 200 institutions of higher education offering graduate degrees in psychology. The survey form was sent to the database coordinator at each institution, with a 65% response rate. ERIC was found to be most often cited, with 49% of the respondents reporting availability of this database on CD-ROM. Other bibliographic databases cited include: PsychLIT (20%); INFOTRAC/INFOTRACII (18%); Social Science Index (8%); Compact Disclosure (8%); Business Periodicals Index (7%); Books in Print Plus (7%); Dissertation Abstracts (5%); Reader's Guide (5%); MEDLINE (5%); and Newsbank (5%). No CD-ROMS were reportedly available at 29% of the academic libraries. Responses on the comments section of the survey indicate that CD-ROM technology is being cautiously adopted by academic libraries, largely because of the high costs of installation and maintenance. It was also found that some institutions are concerned that the present CD-ROM technology will become rapidly outdated. It is suggested that academic libraries should consider purchasing CD-ROM databases in the behavioral and social sciences. (9 references) (SD)

ED 322 946 JC 900 429

Cowart, Susan Cooper
Project Cooperation: A Joint Effort of Community College Educators and ACT To Answer Questions about Institutional Effectiveness and Outcomes Assessment.
American Association of Community and Junior Colleges, Washington, DC. National Council of Instructional Administrators.; American Coll. Testing Program, Iowa City, Iowa.; National Council on Student Development, Washington, D.C.
PUB DATE- 90
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; *College Outcomes Assessment; Community Colleges; *Cooperative Planning; *Cooperative Programs; Educational Quality; *Institutional Cooperation; Institutional Research; *Models; Predictive Measurement; Program Implementation; Program Proposals; Research Design; Transfer Students; Two Year Colleges
IDENTIFIERS- *Project Cooperation
Background information is provided on the development and activities of Project Cooperation, a demonstration project to help institutions improve educational effectiveness by employing outcomes measures and assessment strategies. After highlighting the various activities of the project (e.g., a national survey, research on different plans and models at demonstration sites, summer workshops, and institutional effectiveness workshops), the report outlines the process by which selected institutions can serve as project demonstration sites by developing and implementing model student assessment practices using American College Testing (ACT) Program instruments. The outline provides information to help institutions: decide upon the "value-added" or "predictive" assessment effort to be undertaken; identify the factors critical to project success and ways to achieve success; and successfully implement the plan. The stages in developing the project proposal and implementation plan are listed, along with the purposes of each stage. Next, the following research models are presented: (1) a value-added model using ACT's Collegiate Assessment of Academic Proficiency (CAAP) instrument as both pre- and post-test to measure students' acquisition of general education skills and information; (2) a value-added model using ACT's Assessment Student Skills for Entry Transfer (ASSET) instrument for skills assessment at entry and CAAP as a measure of value added; and (3) two predictive research models using either CAAP or the ACT's College Outcome Measures Project instrument to assess transfer students' general education knowledge and predict their four-year college performance. Participating institutions and project officers are listed. (JMC)

ED 322 985 JC 900 490

Shaughnessy, Michael F.
How To Learn More in Less Time.
PUB DATE- 90
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Students; Community Colleges; *Educationally Disadvantaged; Higher Education; *Learning Strategies; Notetaking; *Student Improvement; Study Habits; *Study Skills; Thinking Skills

Designed to help poorly prepared students perform better in college and to help prepared students perform at higher levels, this paper presents a series of specific suggestions for students regarding study activities, course choice, thinking behavior, and time allocation. The suggestions include the following: (1) eliminate diversions during study such as television and radio; (2) interview other students to identify interesting courses and be willing to change courses; (3) learn to review before and after class; (4) try to work at least a little bit each day; (5) try to avoid the habit of cramming for exams; (6) paraphrase what you learn, repeating it in your own words and relating it to what you understand to be the objectives of the course; (7) ask questions; (8) develop your own system of shorthand and review your notes; (9) if possible, study in the room in which a test will be taken; (10) make use of technology such as tape recorders; (11) study in the morning rather than late at night; (12) if you have to miss class, ask a friend to take notes; (13) don't miss finals even if you think you may be failing; (14) record important notes on index cards for reviewing; (15) make use of the tutoring center if you are having specific problems; (16) eat well, avoiding skipped meals and junk food; (17) know your limits and avoid over extending yourself academically; (18) remember the five W's when studying --who, what, where, when and why; (19) skim material before reading it; (20) avoid hedonistic indulgences; and (21) develop memory skills such as the use of mnemonic devices and memory tricks to retain information. (PAA)

PS

ED 323 000 PS 018 998

Hale, Janice E.
Visions for Children: African American Early Childhood Education Program. Phase Three Evaluation.
PUB DATE- 90
NOTE- 12p.; For evaluations of phases 1 and 2, see ED 303 269.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Black Education; *Black Youth; Comparative Analysis; Curriculum Development; Demonstration Programs; Identification (Psychology); *Preschool Children; Preschool Education; Program Effectiveness; Program Evaluation; *Racial Identification
IDENTIFIERS- African Americans; *Visions for Children
This paper reports on the third year of a longitudinal evaluation of the Visions for Children preschool program. An early childhood education demonstration program, the Visions program aims to facilitate the intellectual development and academic achievement of African American preschool children while strengthening their self-esteem and identity as Afro-Americans. Children in the control group attended a high quality day care center with a highly trained staff. Evaluation data indicated that program participants scored higher than control group children on eight tests. In addition, program participants in the two cohorts of the Visions group scored higher than control subjects on subtests of the Metropolitan Reading Readiness Test, taken before kindergarten entry, and the Stanford Achievement Test (SAT), taken before entrance into the first grade. Visions program participants scored significantly higher on the visual recognition and vocabulary subtests of the SAT. It is noted that control group children had less of a Caucasian orientation than did program participants. This is surprising, because a major thrust of the program is its Afrocentric perspective. Explanations for this outcome are explored. (RH)

ED 323 014 PS 019 018

Lethbridge, Diane L.
A Gifted Education Inservice Program for Regular Classroom Teachers.
PUB DATE- May 86
NOTE- 106p.; M.S. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; *Elementary School Teachers; *Gifted; *Identification; Individual Characteristics; *Inservice Teacher Education; Learning Activities; Newsletters; Postsecondary Education; Program Descriptions; *Teacher Attitudes; *Teaching Methods; Workshops

A teacher of gifted children implemented a 10-week practicum intervention designed to improve regular classroom teachers' knowledge, attitudes, and skills concerning the education of gifted elementary school students. The intervention was designed to enable participants to identify characteristics and needs of gifted children, develop positive attitudes toward education of the gifted, and plan and use appropriate methods and materials in classrooms with gifted students. Three multi-media workshops formed the core of the training program. Five newsletters maintained communication, recapitulated main ideas of workshops, presented new information, and provided details about learning activities. Supplementary assignments consisted of readings, collection of data on a gifted child, writing evaluations, development of a creative hands-on activity, and use of techniques that addressed gifted students' self-concept and underachievement. In the fourth week of the practicum, regular classroom teachers observed and evaluated a lesson for gifted students. Evaluation data and classroom observation indicated that teachers improved their knowledge of the gifted and attitudes about gifted education. Teachers did not regularly use skills in differentiating the curriculum in their classrooms. Thirty appendices provide related materials including parent and student survey instruments. (RH)

ED 323 041 RC 017 614

Haas, Toni
Keeping School in Rural America: A New Paradigm for Rural Education and Community Development.
PUB DATE- Mar 90
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Historical Materials (060)
DESCRIPTORS- Board of Education Role; Economic Development; *Educational Change; *Educational Trends; Elementary Secondary Education; *Futures (of Society); *Relevance (Education); Rural Areas; Rural Development; *Rural Education; Rural Urban Differences; *School Community Relationship; Student Role; Teacher Role

This paper differentiates between the "old story" of rural education and the emerging "new story." It describes the tradition (old story) in which rural education is related to the local and national economies and lays out fragments of the new story, a paradigm that combines rural education and the rural economy in a way that strengthens them both. The old story reflects society's continuing shift from agriculture to industry and from industry to information. It suggests that rural schools have two purposes, to educate students either as participants in communities that are perpetually dependent on natural resources, or to take their places in urban industrial America. The result has been urbanization and rural decline. The new story says rural education is responsive to changing economics, demographics, and societal expectations. It holds promise for improving opportunities for rural children and communities. The characteristics of rural education are decentralization, diversity, unpredictability, evolving outcomes, high value for flexible generalists, and small scale. The mission of rural education is to meet community needs. Schools should provide choices for students who choose to stay in rural America, as well as for those who leave. Local boards regain central importance. Bureaucracy is limited. Curriculum is redesigned for authentic, relevant learning. Course delivery more closely predicts learning situations students experience throughout their lives. Teachers are generalists trained to help students find and use information. Schedules fit the task. Schools change from isolated hierarchical bureaucracies to networks of flexible, interdependent agencies acting in symbiosis with their communities. In conclusion, several examples of the "new story" in action are described and a list of 44 references is also provided. (TES)

ED 323 054 RC 017 702

Ayres, Janet; And Others
Take Charge: Economic Development in Small Communities. Empowering Rural Communities for the 1990's.
North Central Regional Center for Rural Development, Ames, Iowa.
PUB DATE- Jan 90
NOTE- 276p.
AVAILABLE FROM- NCRCRD, 317D East Hall, Iowa State University, Ames IA 50011 ($12.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Change Strategies; Citizen Participation; Community Cooperation; Community Coordination; *Community Development; *Community Planning; *Economic Development; Economic Opportunities; Leadership Training; Meetings; *Rural Development
IDENTIFIERS- *Empowerment
This manual describes an educational program for helping rural, small community leaders, decision-makers, and residents analyze their communities, think about alternatives, and plan economic development action strategies. The program is an effort to help communities explore short- and long-term development strategies, gain a vision of their potential, and take control of their own future. It focuses on the use of citizen empowerment, building on existing resources, and the analysis of community strengths and weaknesses. Each of the document's three sections involves a community meeting of about 3 hours. The first unit examines the community's current trends and characteristics in assessing opportunities for economic growth. The second section examines 13 economic development strategies by analyzing risks and benefits of each. The third unit helps communities organize, prioritize, and develop an action plan. It also helps identify and mobilize resources. Three groups of participants and their roles are identified and defined, namely, the planning committee, the development program participants, and the total community. Each section and includes a description of material, equipment, and preparation needs for that section's workshop. Appendices contain charts, graphics, tables, and large-print program headings to illustrate points discussed in the units and corresponding group meetings. (TES)

ED 322 890 IR 014 589

Bologna, Jack, Comp.
Computer Virus Bibliography, 1988-1989.
PUB DATE- 8 Dec 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Books; *Computer Networks; Computers; Computer Software; Electronic Mail; Microcomputers; Newspapers; Periodicals; Prevention; Viruses
IDENTIFIERS- Computer Hackers; *Computer Viruses; Data Protection; Data Security

This bibliography lists 14 books, 154 journal articles, 34 newspaper articles, and 3 research papers published during 1988-1989 on the subject of computer viruses, software protection and 'cures', virus hackers, and other related issues. Some of the sources listed include Computers and Security, Computer Security Digest, PC Week, Time, the New York Times, and the Washington Post. (DB)

ED 323 080 RC 017 739

Bennett, Sandra K.
Cultural and Historical Perspectives concerning American Indian Women.
PUB DATE- Aug 89
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (97th, New Orleans, LA, August 12, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- American Indian Culture; *American Indians; Cultural Influences; Culture Conflict; *Females; *Role Conflict; Self Concept; *Sex Role; *Sex Stereotypes; Social Adjustment
IDENTIFIERS- Cultural Values
This paper discusses the cultural roles of Indian women in the past and the translation of those roles in today's world. Historically, the Indian woman was educated by her mother and other older women to assume duties ranging from wife and mother to respected counselor, medicine woman, and warrior. Contact with White explorers and settlers made the course of life unpredictable and forced women to find within themselves the adaptive mechanisms to maintain, expand, or revise traditional roles. Contemporary Indian women remain primarily responsible for childrearing. On reservations this responsibility can be shared, but women who have moved to urban areas seeking economic advancement leave the security of the extended family network. Women who find themselves in positions of authority in the work place or tribal government may have difficulty in changing roles from subordinate to superior in their dealings with men. Others are forced to choose between career and marriage as they strive to maintain self-determination and self-esteem. In addition to coping with role and values conflicts, Indian women must also overcome stereotypical characterizations, such as the "squaw" facing a life of misery and servitude or the romantic Indian "princess." Neither stereotype is complimentary, as both deny the existence of self-determination in the Indian woman. The ways in which Indian women deal with stereotypes and cultural role conflicts may be viewed as an important adaptive mechanism that may be applied to other personal problems. (SV)

ED 322 710 FL 018 636

Berney, Tomi D.; Lista, Carlos A.
Project Reach 1988-89. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 90
NOTE- 27p.
GRANT- T003A80051
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education Programs; Curriculum Development; *English (Second Language); Federal Programs; High Schools; Learning Disabilities; *Limited English Speaking; *Native Language Instruction; Parent Participation; *Program Evaluation; Remedial Instruction; Second Language Instruction; Staff Development; Urban Schools
IDENTIFIERS- *Content Area Teaching; *Project Reach NY
Project Reach, serving 390 students of limited English proficiency at William H. Taft high school in New York, was fully implemented in 1988-89. Project Reach endeavored to help students develop their English and native language skills and make academic progress through bilingual content area courses. During the school year, participating students received instruction in English as a Second Language (ESL), Native Language Arts (NLA), and the bilingual content area subjects of mathematics, science, and social studies. A small group of students with severe educational deficiencies received remedial instruction. The project provided staff development, curriculum development, and parental involvement activities. Project Reach met its ESL and content area objectives, and two of its three NLA objectives. The project partially met its staff development objective. It did not meet one of its two parent involvement objectives; the other objective could not be evaluated because of lack of data. (VWL)

ED 322 739 FL 018 747

Lavoie, Jacinthe
Planification de l'enseignement du francais a l'elementaire: Immersion (Planning French Instruction at the Elementary Level: Immersion).
Alberta Dept. of Education, Edmonton.

REPORT NO.- ISBN-0-7732-0298-6
PUB DATE- 89
NOTE- 123p.
LANGUAGE- French
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Class Activities; Course Content; Curriculum Design; *Curriculum Development; Elementary Education; *Elementary School Curriculum; *FLES; Foreign Countries; *French; *Immersion Programs; Learning Modules; Long Range Planning; *Second Language Programs; Student Interests; Student Needs
IDENTIFIERS- *Alberta
A shift in instructional focus to student needs and interests spurred the development of a different approach to French second language program design in Alberta. A practical curriculum planning model is offered that is based on: (1) communicative and student-centered activities; (2) responsiveness to teacher needs; and (3) supporting planning for evaluation. Long- and short-term planning are considered separately. The discussion of long-term planning outlines the following components: planning stages; means used to select instructional activities, including consultation of didactic and other materials, choice of theme, compilation of activities, guiding principles, flexibility, and use of activities to develop a theme; and linking instructional modules developed to an overall plan of linguistic development. A section on short-term planning similarly describes the stages of planning, including the specific steps in planning an instructional module (choice of knowledge and performance objectives, elaboration of activities, and development of objective and observation grids) and compilation of objectives into planning tables, and techniques for organizing planning tables. Finally, a sample reading comprehension unit is outlined in detail. Charts, tables, and other materials for use in curriculum planning by this method are appended, including short- and long-term planning tables for first through sixth grades. (MSE)

ED 322 769 FL 018 780

Tuggy, David
The Nahuatl Verb "maka": A Cognitive Grammar Analysis.
Summer Inst. of Linguistics, Grand Forks, N. Dak.
PUB DATE- 89
NOTE- 28p.; In: Work Papers of the Summer Institute of Linguistics 1989, University of North Dakota Session, Volume 33; see FL 018 773.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Form Classes (Languages); *Grammar; *Language Patterns; Language Research; *Linguistic Theory; Structural Analysis (Linguistics); Uncommonly Taught Languages; *Verbs
IDENTIFIERS- Cognitive Grammar; *Nahuatl; Transitivity
The verb stem "maka" ("give") in Nahuatl is unusual in its range of options with respect to transitivity. Like all transitive verb stems, it regularly occurs with an object and must do so, but it also appears in an unusually large number of constructions in which it has two objects. These constructions are examined within the framework of cognitive grammar (CG). The report begins with a review of preliminary considerations, including the treatment of verbs, subjects, and objects in CG, transitive and intransitive Nahuatl verb stems, Nahuatl object prefixes, and incorporated noun objects. A section is then devoted to generalizations and observations about double-object constructions. Two subsequent sections discuss non-personal objects producing an intransitive or a transitive stem, respectively. In the case of transitive stems, situations producing both secondary objects and transitivity shifts are considered. Finally, the many meanings of two particular, specialized constructions are discussed. The conclusion provides a schematic representation of some of the classifications of structures investigated. (MSE)

ED 322 832 HE 023 768

Ruebhausen, Oscar M., Ed.
Pension and Retirement Policies in Colleges and Universities: An Analysis and Recommendations.
Commission on Coll. Retirement.
REPORT NO.- ISBN-1-55542-224-1
PUB DATE- 90
NOTE- 351p.
AVAILABLE FROM- Jossey-Bass Publishers, Inc., 350 Sansome St., San Francisco, CA 94104 ($29.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Faculty; Employment Practices; Financial Services; Health Insurance; Higher Education; Insurance; *Personnel Policy; *Retirement Benefits; *Teacher Employment Benefits; Tenure
IDENTIFIERS- College Retirement Equities Fund; Teachers Insurance and Annuity Association

The Commission on College Retirement was formed to review the role and functioning of college and university retirement programs and make recommendations for program improvements. This volume brings together five separate reports issued by the commission. "Retirement Ages for College and University Personnel" addresses the issues of retirement age policy in light of federal and state laws, the tenure system, and the provision of sound and sensible retirement programs. "Transferability of Funds Being Accumulated by TIAA-CREF for the Benefit of College and University Personnel" recommends that funds be transferable from the Teachers Insurance and Annuity Association and the College Retirement Equities Fund to approved third-party investment managers and providers of annuities, and describes a newly identified legal right to compel such transferability. "A Pension Program for College and University Personnel" points out the advantages and disadvantages of the two different pension approaches currently in use--one a defined contribution plan, the other a defined benefit plan--and makes recommendations for the improvement of both. "Implementing Financial Planning, Information, and Administrative Services" recommends that pension accumulations be transferred among approved investment managers during the accumulation phase, and proposes an individualized target benefit approach for retirement planning. Also included in the monograph are "A Plan To Create Comprehensive Group Long-Term Care Insurance for College and University Personnel" and a working paper on encouraging continued activity after retirement. The reports are accompanied by introductory material, epilogues, and a postscript designed to provide a fuller context for the reports and to add the perspective provided by events that followed the original issue of the reports. (JDD)

ED 322 846 HE 023 789

El-Khawas, Elaine
Campus Trends, 1990. Higher Education Panel Report Number 80.
American Council on Education, Washington, D.C.
PUB DATE- Jul 90
NOTE- 75p.
AVAILABLE FROM- Division of Policy Analysis and Research, American Council on Education, One Dupont Circle, N.W., Washington, DC 20036-1193 (1-10 copies $10.00 ACE members, $13.00 non-ACE members; 11 or more copies $8.00 and $11.00 respectively).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140) Reference Materials - General (130) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- College Faculty; *Colleges; Comparative Analysis; Curriculum; *Educational Trends; *Enrollment Trends; Facility Expansion; *Faculty Integration; *Faculty Recruitment; Higher Education; Statistical Data; Surveys; Trend Analysis; *Universities

The monograph reports the results of a survey of senior administrators at 364 colleges and universities to identify trends and changes taking place in academic and administrative practices. Special attention was given to college and university faculty due to significant shortages predicted for the next decade in this labor market. The structure of today's undergraduate curriculum was also examined, as well as descriptions gains in minority faculty hirings, physical facility growth problems, and interest in "locally developed" methods of assessing student learning. Among major findings were: more than 6 in 10 respondents reported a net gain in the number of their full-time faculty; 82% of institutions have some form of assessment activity currently under way; 55% of institutions increased their enrollment of first-time freshmen in 1989-90; and issues of adequate financial support outweighed all other problems, being cited by 65% of administrators. Findings are presented in six sections: faculty, curriculum, enrollment, assessment activity, institutional status, and challenges ahead. Detailed tables, showing results by type of institution, follow the text. For many of the survey's questions, comparisons with previous survey results are included. Contains 13 references. (GLR)

ED 322 891 IR 014 590

Powell, Richard K.
A Computerized Architecture Slide Classification for a Small

University Collection.
PUB DATE- 90
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Architecture; Art Materials; *Cataloging; *Classification; College Libraries; Higher Education; Information Storage; Library Collections; Microcomputers; Organization; *Slides; Subject Index Terms
IDENTIFIERS- Andrews University MI; Art and Architecture Thesaurus; ERIC

This paper briefly outlines the process used to organize, classify, and make accessible a collection of architecture slides in the Architecture Resource Center at Andrews University in Michigan. The classification system includes the use of Art and Architecture Thesaurus subject headings, the ERIC (Educational Resources Information Center) concept of "identifiers," call numbers, color coded labels, and the R Base database management system. It is noted that, although a 386 level computer is recommended, this library launched its system on an XT level computer with a 30MB hard card. Attachments to the paper include a slide input form, instructions for cataloging and classifying slides and generating call numbers, and lists of building type abbreviations with an abbreviated subject and identifier list, geographical classifications, and abbreviations for periods and styles. (DB)

ED 322 920 IR 053 238

Penchansky, Mimi B., Comp.
Marketing Your Library: Outreach, Public Relations. An Annotated Selective Bibliography on the Theme of the ARLIS/SLA Conference (New York City, New York, April 28, 1990).
PUB DATE- 28 Apr 90
NOTE- 32p.
AVAILABLE FROM- Queens College Library, 65-30 Kissena Boulevard, Flushing, NY 11367, Attn: Mimi B. Penchansky ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; *Community Involvement; Financial Support; Institutional Advancement; Library Administration; Library Services; *Marketing; Newsletters; Outreach Programs; Program Descriptions; *Publicity; *Public Relations; *Special Libraries

This annotated bibliography on public relations and libraries includes sources published primarily within the last decade, with the exception of a few key works published in earlier years. Arranged in topical sections, most of the sources originate from the library and information science literature; however, a few sources are included from the literatures of marketing, nonprofit organizations, and computer technology. Though the focus is on special libraries, the majority of the sources are also applicable to public, academic and research, and school library situations. Both U.S. and foreign monographs and periodicals are represented. Some of the annotations were derived from those available in various online databases and existing bibliographies if they were considered to be sufficiently descriptive of the item listed. Following a brief introduction and the agenda for a joint conference of the New York Chapters of the Art Libraries Society and the Special Libraries Association (Museums, Arts, and Humanities Division), the bibliography opens with a section on the philosophical and theoretical background of marketing and public relations, featuring 26 sources. Other topics covered include: (1) Practical Applications of Marketing--"How-To" (32 references); (2) John Cotton Dana Library Public Relations Award Winners (10 references); (3) Marketing the New Technologies (8 references); (4) Bibliographies (3 references); and (5) Library Marketing Newsletters (5 references). An author index is provided and a brief addendum lists six additional works. (SD)

ED 322 934 IR 053 387

Krekeler, Nancy; And Others
ERIC Annual Report--1989. Summarizing the Accomplishments of the Educational Resources Information Center.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 37p.; For 1988 report, see ED 313 057.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bibliographic Databases; *Clearinghouses; *Documentation; *Educational Research; *Information Centers; Information Dissemination; Information Retrieval; Information Services; International Cooperation; Microfiche; Program Descriptions
IDENTIFIERS- *ERIC

This is the third in a series of annual reports summarizing the activities and accomplishments of the Educational Resources Information Center (ERIC) program, which is funded and managed by the Office of Educational Research and Improvement in the U.S. Department of Education. One of the highlights of 1989 was the establishment of ACCESS ERIC, the first new ERIC system component in over 20 years. Among its first tasks were the development of extensive reference and referral files of organizations that collect and distribute education-related materials, and the compilation of a worldwide catalog of institutions that can provide ERIC searches or documents to clients. Also established in 1989 were four "adjunct" ERIC Clearinghouses in the fields of literacy education, U.S./Japan studies, art education, and compensatory education. These clearinghouses have expanded the scope of the ERIC database, increased coverage and publications in these areas, and diversified the sources of ERIC funding. ERIC also expanded its international collaborative efforts, working with education associations throughout the world to facilitate greater access to and dissemination of educational resources. Looking toward the future, ERIC has begun to develop prototypes that will provide immediate access on compact disc to the full text of the most significant documents and journal articles cited in the ERIC database. This report includes a profile and an overview of the ERIC system and reports on the ERIC clearinghouses, the ERIC Processing and Reference Facility, ACCESS ERIC, and the ERIC Document Reproduction Service, as well as examples of ERIC system initiatives during the year. Two tables and a statistical report are attached. (SD)

ED 322 959 JC 900 452

McCarty, Nolan M.
Big Spring and Midland Business Retention and Expansion Surveys.
Midland Coll., TX. Business and Economic Development Center.

SPONS. AGENCY- Permian Basin Private Industry Council, Midland, TX.; Southwestern Bell Telephone Co., Houston, TX.
PUB DATE- Jun 90
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Business; Business Cycles; Community Colleges; Competition; Economic Climate; *Economic Development; Economic Research; *Employment Patterns; *Facility Expansion; *Industry; Labor Economics; *Labor Turnover; Marketing; Producer Services; School Business Relationship; Two Year Colleges
IDENTIFIERS- *Texas

In 1989, the Midland College Business and Economic Development Center conducted a survey of manufacturing and oil-related businesses in the Midland area of Texas who were members of the Midland Chamber of Commerce. A comparable study was conducted in 1990 of businesses who were members of the Big Spring Chamber of Commerce. For the Midland survey, 70 out of 200 firms returned surveys, while for the Big Spring survey, 151 usable surveys out of 500 were returned. The surveys sought to determine: (1) the companies' description and history; (2) the extent to which the samples were representative of the local business communities; (3) local economic factors and the extent to which businesses were familiar with factors influencing business such as capital availability and taxes; (4) employment and labor trends, including those labor force issues affecting business retention and expansion; (5) general categories of commodities used in production and the sources of these commodities; (6) customers and competitors, including the success of businesses in marketing efforts and how they are affected by competitive pressures; (7) physical facilities, including the effects of present facilities and future needs on businesses; and (8) trends and outlooks for businesses over the next few years. Survey instruments and detailed tables of results are included. (JMC)

ED 322 972 JC 900 469

Cross, K. Patricia
Transfer: Major Mission of Community Colleges?
PUB DATE- 9 Jul 90
NOTE- 15p.; Paper presented at the Annual International Conference on Leadership Development of the League for Innovation in Community Colleges, "Leadership 2000" (2nd, San Francisco, CA, July 8-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Aspiration; Access to Education; Articulation (Education); *College Role; College Transfer Students; *Community Colleges; Educational Mobility; Higher Education; Open Enrollment; Role of Education; *Terminal Students; *Transfer Policy; *Two Year Colleges; *Two Year College Students; Vocational Education

Though recent research indicates a stronger sense of purpose and satisfaction among faculty at community colleges relative to four-year institutions, criticism of community colleges for alleged deficiency in facilitating transfer to the four-year schools is widespread. This function however, is only one of the many comprehensive services provided by the community college. Such a comprehensive approach caters to first generation students, those who have previously done poorly as students or workers, those interested in career change and, generally, those who look to the community college as the only adult learning institution prepared to meet their needs as life circumstances change. To focus exclusively, or even primarily on the transfer function as some critics demand, jeopardizes the efficacy of the community college in its other roles. The diverse ends serviced by the more comprehensive philosophy ought not be subordinated to the attainment of the baccalaureate. Access to the community college, which includes flexibility in terms of points of entry and exit, must be maintained. Transfer cannot be maximized without doing some damage to comprehensiveness, which is not to say that transfer cannot be made more effective within the context of comprehensiveness. Community colleges are not simply the weak link in the transition from high school to college. Given its relative youth, the community college should be left to develop its own unique identity and not be limited in scope owing to its relation to the four-year colleges. Restrictions on movement within the community college system may ultimately discourage student participation and impede experimentation. The transfer function is an important role, but is one among many played by community colleges. (GFW)

ED 323 028 PS 019 041

Elliott, Alison; Hall, Neil
An Evaluation of Computer Based Activities in an Early Intervention Program. A Report to the Early Special Education Program.
Wollongong Univ., New South Wales (Australia). Dept. of Education.
PUB DATE- May 90

NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *At Risk Persons; Comparative Analysis; Computer Software Evaluation; Computer Software Reviews; *Computer Uses in Education; Criteria; Family Problems; Foreign Countries; *Mathematics Skills; *Preschool Children; Preschool Education; Pretests Posttests; *Program Effectiveness; Program Evaluation
IDENTIFIERS- *Australia (New South Wales)

This study investigated ways of using computer-based learning activities to complement curriculum practices in preschool programs with an early intervention component through the use of computer-based learning activities. Particular attention was given to supporting the development of young children's early mathematical skills. The study took place in a preschool center in the Illawarra region of New South Wales that served at-risk children and families in crisis. The focus of the study was on teaching methodologies and learner experiences that were likely to develop the skills necessary for successful integration into formal schooling. Participants were 11 students (6 in the experimental group and 5 in the control group) who had difficulty in using language fluently and effectively in a range of situations; were unable to persevere with tasks and activities; lacked purposefulness, imagination, and variety in play; lacked initiative; and lacked normal social skills and emotional maturity. Children in the experimental group took part in 7-12 sessions at a computer over a 6-8 week period. Total computer time ranged from 140 to 240 minutes. Paired control group subjects had access to nonmathematical computer-based activities. Findings indicated that experimental group subjects gained dramatically and significantly in mathematical skills and understanding. Appendices include the pretest and posttest, descriptions of software used in the study, and criteria for evaluating early childhood software. (RH)

ED 323 068 RC 017 726

Kalsbeek, William D.; Parker, Rebecca Robin
Design Study of Methods for Sampling Migrant and Seasonal Farm Workers. Final Report.
North Carolina Univ., Chapel Hill. School of Public Health.
SPONS. AGENCY- Milbank Memorial Fund, New York, N. Y.
PUB DATE- 14 Jul 89
NOTE- 137p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agricultural Laborers; Farm Labor; Migrant Housing; *Migrant Workers; *Migration Patterns; Public Health; *Research Design; Research Methodology; Research Problems; *Sampling; *Seasonal Laborers; Social Science Research; Statistical Surveys
This report describes efforts to develop sampling methods to be used in national or regional studies of migrant and seasonal farm workers (MSFWs). Several facets of the MSFWs' lifestyle create sampling difficulties. One is mobility. Although the dynamic nature of MSFWs' movement is partly understood, it is sufficiently unpredictable to create problems, such as "multiplicity"--multiple opportunities for the same individual to be selected. Other problematic aspects relate to identifying all housing locations of migrants in a given area, the transitional periods between migrants' jobs, variations in the timing of growing seasons around the country, and the elusiveness of undocumented aliens. The proposed design involves a stratified four-stage cluster sample. The first stage uses area sampling methods for small groups of neighboring counties, while other stages use methods of list sampling for enumerating districts or block groups, migrant camps, and households. Sampling units, stratification, selection, and methodological issues are discussed for each stage. A large part of this document consists of Rebecca Robin Parker's 1989 master's thesis on this topic, which provides details on: (1) important migrant worker datasets compiled by the Migrant Student Record Transfer System, Douglas Massey, and Richard Jones; (2) definitions and characteristics of migrant farmworkers population; (3) multiplicity and how to handle it; (4) migration patterns; and (5) a description of a proposed 4-stage sampling design. An appendix contains a related paper by William Kalsbeek that discusses conceptual framework and design parameters and provides statistical formulas. (SV)

ED 322 725 FL 018 726

Morrow, Keith
Evaluating Communicative Tests.
PUB DATE- Apr 90
NOTE- 9p.; Paper presented at the Annual Meeting of the Regional Language Centre Seminar (Singapore, April 9-12, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communicative Competence (Languages); *English (Second Language); *Evaluation Criteria; Foreign Countries; *Language Tests; Second Language Instruction; *Test Construction; Testing
IDENTIFIERS- *Certificates in Communicative Skills in English; *Great Britain
The influence of the communicative approach to second language teaching on the design of the new Certificates in Communicative Skills in English tests is examined, and the evaluation of the tests in practice is discussed from that perspective. It is proposed that a number of characteristics of the new series should relate directly and consciously to an underlying concept of what a good test should be. They: (1) test single skills; (2) are direct measures of performance; (3) are task-based and criterion-referenced; and (4) reflect and encourage good classroom practice. Issues to be addressed in evaluating design features are outlined, including: (1) why specific abilities, not overall proficiency, are tested; (2) whether or not there is a conflict between authenticity and reliability; and (3) test validity. Alternatives to traditional methods of language testing are needed. Sources for alternative ideas are found in chaos theory, and in work on the validation of experiential research. These ideas move the center of attention in language testing away from the conventional focus on the acquisition and analysis of hard data to include a concern with those aspects of the nature of language itself that may not be susceptible to such procedures and with the effects that tests and testing have on the consumers. (MSE)

ED 322 754 FL 018 765

Allwright, Dick
Is Class Size a Problem? Lancaster-Leeds Language Learning in Large Classes Research Project: Project Report No. 3.
Lancaster Univ. (England). Dept. of Linguistics and Modern English Language.; Leeds Univ. (England). School of Education
REPORT NO.- ISBN-1-872351-02-6
PUB DATE- 89
NOTE- 17p.
AVAILABLE FROM- Overseas Education Unit, School of Education, University of Leeds, Leeds LS2 9JT, United Kingdom (individual reports 0.50 pounds sterling, surface mail).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Class Size; Language Teachers; *Large Group Instruction; Research Methodology; *Research Needs; Research Projects; *Second Language Instruction; Second Language Learning
Language teachers have responded to the special pedagogical needs created by large language classes as they arise rather than addressing them comprehensively. This may result from both guilt about the relatively small size of even the large language classes, and fear that expression of concern might be mistaken for trying to find an excuse for teaching problems. Limited research evidence suggests that large classes are not interfering with learning achievement. Further empirical research is needed on language pedagogy and on greater extremes of class size. Four alternative interpretations of the issue of class size are available. These include the following: (1) class size is not a problem, just an excuse; (2) class size really is a problem, but not interesting enough; (3) class size is a problem, but insoluble; or (4) class size is a problem, but a politically dangerous area to address pedagogically. It is wide open to imaginative research on both pedagogical and political aspects. The Lancaster-Leeds Language Learning in Large Classes Research Project evolved not to undertake research but to promote it. Its activities have involved discussion, development of a bibliography, design and administration of preliminary questionnaires, development of a mailing list, dissemination of research papers, and organization of awareness-raising events. (MSE)

ED 322 801 FL 800 233

Noren, Karen Lee
Pre-Vocational Carpentry for ESL Learners.
PUB DATE- 90
NOTE- 135p.; Master's Thesis, School for International Training.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Carpentry; Course Content; *Equipment; *Literacy Education; Second Language Instruction; *Vocabulary Development; Vocational Education; *Vocational English (Second Language)
The vocabulary-building curriculum is designed for students, teachers, coordinators, and curriculum developers in vocational English as a Second Language. The curriculum gives high intermediate to advanced students background for a course in beginning carpentry, surveying the essential tools and materials used in the carpenter's workplace. Dialogues allow students to practice vocabulary use in context. Important grammatical structures are integrated with vocabulary from the text. The curriculum has five chapters covering hand tools, power tools, fasteners, sandpaper, and lumber. Each contains three lessons enabling students to identify and understand the use of the tools and materials. Lessons consist of an overview; a list of objectives; a list of terms and expressions to be emphasized; definitions or descriptions of key vocabulary terms with illustrations; and various exercises, including identification, question-and-answer, substitution, and games. A list of references and a glossary are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

HE

ED 322 876 IR 014 242

Gallagher, Lynne; Hatfield, Dale
Distance Learning: Opportunities in Telecommunications Policy and Technology. A Working Paper.
Northwestern Univ., Washington, DC. Annenberg Washington Program in Communication Policy Studies.
PUB DATE- 89
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Distance Education; Futures (of Society); *Government Role; *Policy Formation; Technological Advancement; *Telecommunications

This working paper is the result of a 1-day colloquium on distance learning, and its basic purpose is to give specialists in distance learning a better understanding of the rapid changes occurring in telecommunications technology and policy and their implications for the future of distance learning. The first of four sections of the paper provides an overview of the interaction between telecommunications technology and policy and distance learning, and gives examples of ways in which these technologies and the services based upon them can be used to support distance learning. Technological changes are addressed in the second section, and the third outlines nine broad policy issues illustrative of the scope and depth of the telecommunications policy issues that may affect the delivery systems available to provide distance education. The last section suggests ways that educators and distance learning specialists can influence the outcome of the telecommunications policy debates. A list of participants in the colloquium concludes this report. (DB)

ED 323 015 PS 019 019

Obrand, Shelley Cindy
Increasing Levels of Abstract Reasoning Ability in First and Second Graders through Instruction in Inferential Thinking and Analogical Reasoning.
PUB DATE- Sep 89
NOTE- 121p.; Educational Specialist Practicum Report, Nova University. Some appendixes contain handwritten material that will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Abstract Reasoning; *Elementary School Students; Grade 1; Grade 2; *Inferences; Learning Disabilities; Piagetian Theory; Primary Education; Program Descriptions; *Student Improvement; *Thinking Skills; Underachievement
IDENTIFIERS- *Analogical Reasoning
A student researcher at a nonprofit, university-based family center for learning-disabled and underachieving students designed and implemented a 7-week practicum intervention meant to improve the ability of four first and second grade level students to use reasoning skills. Piagetian theory regarding expected levels of cognitive development was researched. Students were instructed in problem solving in an effort to enable them to make inferences. Instruction in determining relationships enabled students to solve analogies. Instructional strategies included modeling, verbal rehearsal, metacognition, peer tutoring, and manipulative and discovery learning. Inservice training served to augment the researcher's knowledge of cognitive theory and its application in the classroom. Student progress was measured by Precision Teaching, a monitoring system involving charting to document growth. Evaluation data indicated that the intervention was effective. Appendices provide Precision Teaching charts, pre- and posttests, sample activity sheets, student drawings, and sample probes of students' reasoning. (RH)

ED 322 697 EC 231 889

Wessel, Janet A.
Integrating the Curriculum: Quality and Relevance for Special Needs Children.
PUB DATE- Dec 89
NOTE- 17p.; Paper presented at the Annual Conference of the Association for Persons with Severe Handicaps (16th, San Francisco, CA, December 7-9, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adapted Physical Education; *Curriculum Development; *Disabilities; Educational Quality; Elementary Secondary Education; Inservice Teacher Education; *Instructional Design; *Mainstreaming; Mastery Learning; Models; *Physical Education; Student Evaluation; Teacher Role; Teaching Methods
IDENTIFIERS- *Achievement Based Curriculum

A comprehensive, integrated physical education system that has quality and relevance for handicapped students and their nonhandicapped peers is proposed. The Achievement Based Curriculum (ABC) Model is a systematic decision-making process for an instructional system that incorporates curriculum, instruction, assessment, and evaluation in one design. The model's two aims are: (1) to improve the quality of physical eduation programs for the handicapped student, and (2) to improve the quality of inservice

training for deliverers of physical education services. The model embodies a Mastery Learning Curriculum design that includes only those objectives that are essential for all students and that require structuring. The curriculum includes yearly and unit program plans for learning, and scope and sequence charts. Direct instruction strategies are utilized. The behavioral objectives provide the data to evaluate the effectiveness of the curriculum design. Teachers are involved in the design of the curriculum, especially in adapting the curriculum to respond to the special needs of individual learners. Examples of adaptations include decreasing the number of objectives, modifying the level of achievement, decreasing the step size, and increasing the number of prompts. Teaching strategies used in adapting the curriculum include providing for more on-task time, providing specific positive feedback and corrective procedures, and managing disruptive behaviors through high-interest activities and orderly class routine. Includes 34 references. (JDD)

ED 322 711 FL 018 666

OGWEHOWE:KA:? Native Languages for Communication. New York State Syllabus.
New York State Education Dept., Albany.
PUB DATE- 88
NOTE- 61p.
AVAILABLE FROM- New York State Education Department, Publication-Distribution Unit, Room 171 EBA, Albany, NY 12234, ATTN: Ogwehowe:ka? Native Languages for Communication, New York State Syllabus.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *American Indian Languages; American Indians; Communication (Thought Transfer); *Course Descriptions; *Curriculum Development; Educational Objectives; Elementary Secondary Education; Language Proficiency; *Native Language Instruction; Outcomes of Education
IDENTIFIERS- *New York

This publication is a framework for the development of local curricula that will integrate principles of second language acquisition with New York State program requirements and the Board of Regent's goals for elementary and secondary education. The syllabus places emphasis on communicative proficiency and the understanding and appreciation of other cultures; in this case it deals specifically with the languages of the eight American Indian Nations located in New York State. The syllabus is meant to inform educators and local school district personnel about distinct characteristics of successful second language programs, and to provide a framework for school district personnel who have responsibility for program development, management, and implementation. Furthermore, it specifies goals and identifies the components of intended outcomes of second language learning so that administrators, supervisors, and teachers may design programs. Instructional units for functional communication include the following: function/purpose of the communication; situation or context in which communication may occur; topics on which communication may occur; and proficiency level of communication expected. Learning outcomes are stated in terms of the student's anticipated ability to communicate in Ogwehowe:ka:? (GLR)

ED 322 770 FL 018 786

Harlow, S. J., Ed.; Warner, A. R., Ed.
York Papers in Linguistics 14.
York Univ. (England). Dept. of Language and Linguistic Science.
REPORT NO.- ISSN-0307-3238
PUB DATE- Dec 89
NOTE- 303p.; For individual papers, see FL 018 787-801.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Basque; Child Language; Contrastive Linguistics; Dialects; Discourse Analysis; Error Correction; Foreign Countries; Grammar; Idioms; Interpersonal Communication; Language Attitudes; Language Processing; Language Research; *Language Role; *Linguistics; *Linguistic Theory; Nouns; Phrase Structure; Sociolinguistics; Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- Possessives; Relative Clauses; Transcription

Papers on a variety of linguistic topics include six papers from a Festschrift and nine others, as follows: "Attitudes Towards English as a Possible Lingua Franca in Switzerland" (Urs Durmuller); "Functional Stability and Structural Levelling of Dialects: The Case of Maastricht" (Anton M. Hagen, Henk Munstermann); "On the Limits of Auditory Transcription: A Sociophonetic Approach" (Paul Kerswill, Susan Wright); "Current Language Planning and Policy in Catalonia" (Clare Mar-Molinero); "Constructive Beliefs and Political Reference" (John Wilson); Lexical Density in Interview and Conversation" (Subhi Zora, Catherine Johns-Lewis); "Reflections on Nominal Quantification in Three Romance Varieties: French, Italian, and Genoese" (Adrian Battye); "On the Notion of the Idiomatic Preposition: A Case Study from Italian" (Piero Bottari); "A Solution to the 'Must Of' Problem" (Richard Coates); "The 'No Crossing Constraint' in Autosegmental Phonology" (John Coleman, John Local); "Phrase Structure, Possessives, and Definiteness" (Christopher Lyons); "Processing Relative Clauses in Basque and Spanish" (Amaya Mendikoetxea); "A Pragmatic View of French Deixis" (John Charles Smith); "Confirmation and Repair: An Interactional Analysis of Redoing Sequences in Child-Adult Talk" (Clare Tarplee); and "The Range of Gapping and the Status of Auxiliaries" (Anthony R. Warner). (MSE)

ED 322 787 FL 018 804

Gross, Janet Finck
Learning Partnership through Dialogue Journals: Applying Non-Hierarchic Assumptions in the Classroom.
PUB DATE- Apr 90
NOTE- 141p.; Requirement for M.A. in Teaching degree, School for International Training, Vermont.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Classroom Communication; Classroom Techniques; *Dialog Journals; Educational Strategies; Error Correction; *Instructional Effectiveness; *Journal Writing; Learning Theories; Negative Attitudes; Power Structure; Role Perception; Second Language Instruction; Second Language Learning; *Student Attitudes; Student Role; Teacher Role; *Teacher Student Relationship; *Teamwork
One teacher's experiences in incorporating non-hierarchic learning assumptions and values in the second language classroom, especially through the use of dialogue journals, are reported. In the first part, observations of accuracy-based classroom language teaching are contrasted with the meaning-based acquisition model. Six salient characteristics of dialogue journals and how they could serve as a vehicle for these learning assumptions are reviewed. The second part is a detailed account of experiences with dialogue journals, including illustrative journal excerpts. Issues such as setting up ground rules, student resistance, correction, topic generation, shifting teacher/student roles and their effect on teacher participation are discussed. The teacher's and the students' participation in the dialogue journal writing process are evaluated, emphasizing the crucial role of student/teacher reciprocity and mutuality in creating and sustaining the desire to stretch one's language use so dialogue can be maintained. (MSE)

ED 322 817 HE 023 737

Luna, Gaye; Cullen, Deborah
An Ethnographic Comparison of Mentoring Functions for Women in Academe and Business.
PUB DATE- Apr 90
NOTE- 23p.; Paper presented at the American Educational Research Association Meeting (Boston, MA, April 23-27, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Employed Women; *Ethnography; Helping Relationship; Higher Education; Interpersonal Relationship; *Interprofessional Relationship; *Mentors; *Modeling (Psychology); Professional Development; *Women Administrators; *Women Faculty
A total of 14 women in high administrative or executive positions was studied to investigate the mentoring activity of primary women role models in business and academe. Two primary questions asked were: (1) In what ways have you mentored other women? (2) How can mentoring assist in the personal and professional development of women? Through the interview process, personal account data were gathered during two-hour sessions. It became clear that women in academe were more sensitive to enhancing the personal development of junior colleagues than women in business. Women in the business world focused primarily on the development of proteges' careers and to a lesser extent on the psychosocial functions of mentoring. Women in business became more like the dominant male group and abandoned feminine caretaking or nurturing qualities. There was also little evidence that women mentors in business or academe protected their proteges, took responsibility for mistakes outside the proteges' control, or acted as buffers. An appendix lists career and psychosocial functions of mentoring. Contains 44 references. (GLR)

ED 322 861 HE 023 816

Chiropractic Handbook.
New York State Education Dept., Albany. Office of the Professions.
PUB DATE- Feb 90
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Certification; Higher Education; Laboratory Procedures; *Licensing Examinations (Professions); Medicine; Professional Education; *State Legislation; State Licensing Boards; State Standards
IDENTIFIERS- *Chiropractic Profession; New York; *State Regulation

This reference guide contains laws, regulations, and licensing requirements and procedures governing chiropractic practice in New York State. Following a general introduction to professional regulation in New York State, licensure requirements are spelled out in detail, including general requirements, education requirements, examination information, and fee information. Licensure forms are included. The guide then provides: (1) four relevant articles from Title VIII of the Education Law, covering general provisions, medicine, chiropractic, and physical therapy; (2) regulations of the Commissioner of Education, focusing on general provisions, registration of curricula, and chiropractic; (3) rules of the Board of Regents for disciplinary proceedings, professional licensing, determination of good moral character, and unprofessional conduct; (4) a list of 14 reference texts for the New York State Clinical Competence Examination; (5) a list of approved chiropractic colleges; and (6) a list of laboratory tests approved for chiropractic. (JDD)

ED 322 906 IR 053 221

Shuman, Bruce A.
Expert Systems and the Future of Interactive Searching.
PUB DATE- May 89
NOTE- 9p.; Paper presented at the National Online Meeting (New York City, NY, May 9-11, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication (Thought Transfer); *Cybernetics; *Expert Systems; Futures (of Society); *Information Transfer; Man Machine Systems; Online Searching; *Online Systems; Robotics; *Systems Development; Technological Advancement
IDENTIFIERS- *Interactive Systems; Knowledge Engineering; Mind Control; Natural Language Processing
After surveying the history and current status of online database searching, this report offers a timeline describing four stages of possible developments for online systems. In the first stage, an expert interface assists CD-ROM-based searching by offering advice about search strategies. Advantages are that search logic can be refined with the help of an expert consultant; however, keyboard input is still required. The next stage features online searching conducted through either keyboard or voice input. A problem is that verbal speech has its own limitations--e.g., pronunciation differences and accents. At the next stage, more sophisticated interactive robotics permit database construction and searches through private conversations between user and system. Its diagnostics make the system capable of learning and improving, and able to adapt to personality requirements of an individual user. However, browsing would be almost impossible and robotics are expensive. The final stage depicts a time when neurotransmission of requests from a searcher's mind directly into the system will make it possible for the computer to respond to thoughts rather than words. A problem with this stage includes the necessity of users' learning to erect mental shields to screen out thoughts not related to the search. (SD)

ED 322 986 PS 018 662

Lovell, Catherine H.; Fatema, Kaniz
Assignment Children. The BRAC Non-Formal Primary Education Programme in Bangladesh.
United Nations Children's Fund, New York, N.Y.
PUB DATE- Dec 89
NOTE- 49p.
AVAILABLE FROM- United Nations Children's Fund, 3 UN Plaza, New York, NY 10017 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basic Skills; Classroom Techniques; *Community Involvement; *Curriculum Development; Developing Nations; *Disadvantaged Youth; Educational Finance; Females; Foreign Countries; *Nonformal Education; Parent Participation; *Primary Education; Program Implementation; *Rural Areas; School Administration
IDENTIFIERS- *Bangladesh

In 1985, in response to requests from rural poor people, the Bangladesh Rural Advancement Committee (BRAC), the largest nongovernmental organization in Bangladesh, initiated a primary education program with experimental schools in 22 villages. By late 1989, the program had expanded to 2,500 schools, and another 2,000 schools were expected to open by 1991. The program's objective at its inception was to develop a replicable primary education model which could provide, in a 3-year period, basic literacy and numeracy to the poorest rural children, who remained unreached by the formal school system. Experience with the program has proved that paraprofessional teachers who are carefully but quickly trained and are paid a small stipend can be effective, and that extensive parent and community involvement are important for success. The program has shown that young village women and men can become dedicated and responsible teachers if they are well-selected and receive good basic training and refresher training courses, effective and consistent supervision, and structured guidance about what children should learn and how they should learn it. The report describes the BRAC schools, pedagogical strategy, parent and community participation, organization and management, evaluation findings, and plans for the future. An appendix outlines the course content provided at BRAC's schools. (RH)

ED 323 001 PS 018 999

DeVries, Linda; Sockwell, Recardo
Wordplay: The Effects of a Language Intervention on At-Risk Kindergartners and First Graders.
PUB DATE- 90
NOTE- 11p.; Paper prsented at the Conference of the North Carolina Association for Research in Education (North Carolina, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; Comparative Analysis; *Elementary School Students; *Enrichment Activities; *Expressive Language; *High Risk Students; *Kindergarten Children; Primary Education; Program Effectiveness; *Receptive Language
IDENTIFIERS- Program Characteristics; *WORDPLAY Program
The purpose of this study was to determine whether at-risk kindergartners and first graders engaged in a regular curriculum supplemented by the WORDPLAY program would attain greater receptive and expressive language skills than similar students engaged in the regular curriculum only. WORDPLAY is a program specifically designed to provide extensive experiences and supplemental language activities for at-risk kindergarten and first-grade students. In the WORDPLAY condition, a total of 9 kindergarten and 7 first-grade students were engaged in extensive activities in a small group that met for half days over a 4-month period. The WORDPLAY program emphasized weekly field trips, guest speakers, weekly cooking experiences, feelings awareness activities, and extensive small group discussions in addition to the regular school curriculum.

Program evaluation data based on the use of multiple measures and a triangulation strategy indicated positive gains in both receptive and expressive language skills for all students who used the WORDPLAY program. It is concluded that a broad base of experiences and hands-on activities can enhance language development for at-risk primary grade students. (RH)

ED 323 042 RC 017 642

Beisel, Raymond W.
The Pennsylvania Academy for the Profession of Teaching; Rural Fellowship Program: A Science Curriculum Development Partnership. Project "Prepare Them for the Future."
PUB DATE- 21 Mar 90
NOTE- 12p.; Paper presented at the Annual Meeting of the National Rural and Small Schools Consortium (Tucson, AZ, March 18-23, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Curriculum Evaluation; *Curriculum Research; Pilot Projects; Primary Education; Rural Areas; *Science Course Improvement Projects; *Science Curriculum; Student Attitudes; Teacher Attitudes; Teacher Developed Materials; Teacher Role
IDENTIFIERS- Pennsylvania (Indiana County)
This report describes development of the "Prepare Them for the Future" project, a K-3 activity-oriented science curriculum. The program, funded through two grants, was driven by the need to boost the distressed labor-based economy in rural western Pennsylvania. Data showed a drop of 1,100 coal-mining jobs between 1980 and 1986 in Indiana County, location of the "Prepare" pilot program. The program was developed with help from local university personnel and through input from classroom teachers. It was designed to use the most current methods of science education with the expressed objective of influencing teacher and student attitudes toward science. Teachers played a significant role in creating the curriculum. Another goal of the program was to collect data about the impact of the curriculum change. The research focused on the attitudes held by primary elementary teachers and students regarding science education. Teachers and K-3 students at the pilot school completed a science-attitude instrument before and after the curriculum project began. Significant increases were measured only in the scores of the kindergartners surveyed. Leadership, faculty involvement, and the availability of faculty work time were seen as being important factors in the success of the program. The report recommends further staff development, follow-up inservice training, administrative cooperation, and more follow-up research. (TES)

ED 323 055 RC 017 703

The Path to a Larger Life: Creating Kentucky's Educational Future. Second Edition.
Prichard Committee for Academic Excellence, Lexington, KY.
PUB DATE- 90
NOTE- 172p.; For the First Edition of the report, see ED 261 788.
AVAILABLE FROM- University Press of Kentucky, P.O. Box 6525, Ithaca, NY 14851 ($12.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Change Strategies; Community Involvement; Curriculum Development; Educational Administration; Educational Assessment; *Educational Change; *Educational Finance; *Educational Improvement; *Educational Needs; Educational Objectives; Educational Policy; Elementary Secondary Education; Postsecondary Education; Professional Development; Socioeconomic Influences; *State Action; Teacher Education
IDENTIFIERS- *Kentucky

This is the revised edition of a 1985 report providing a wide array of recommendations for improving state educational programs in Kentucky. This second edition is different from the first in the addition of notes on the status of recommendations, in the revision of data in various tables, and in the addition of an introduction summarizing events since 1985. Kentucky has seen some progress since 1985, but the state has not accomplished the "radical" reform that is necessary. While education has become the state's dominant political issue, most of the committee's recommendations have not been implemented. Graduation rates have improved, a higher percentage of Kentuckians are attending college, and there are signs that the state has taken steps to slow the cycles of poverty and undereducation. But inadequate funding, bad management, and inappropriate political intrusion in the schools continue to hinder progress. The next wave of reform must stimulate structural, attitudinal, financial, and political change. Consistent with the first edition, themes discussed include the following: (1) the necessity of increased and deepened public involvement in state education; (2) interrelationships among the state's economy, society, government, and schools; (3) conditions of educational facilities and equipment; (4) teachers, administrators, and conditions for teaching; (5) the relationship among all educational levels as targets for reform; (6) the need for leadership; and (7) funding problems. The document reiterates the authors' awareness that educational reform requires time. (TES)

ED 323 081 RC 017 740

Frederick, Martha; Long, Celeste A.
Entrepreneurship Theories and Their Use in Rural Development. An Annotated Bibliography.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- Apr 89
NOTE- 88p.
AVAILABLE FROM- Economic Research Service, P.O. Box 1608, Rockville, MD 20850 (Order No. BLA-74, $8.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Bibliographies; Economic Climate; Economic Development; Economic Factors; *Economic Opportunities; Economic Research; *Entrepreneurship; Resource Materials; Rural Areas; *Rural Development; *Rural Economics
Entrepreneurship has been one of the major issues in rural education. This annotated bibliography is a guide to theoretical material and to more recent empirical work on entrepreneurs in different economic climates. The material was gathered to enable rural development strategists who want to promote local independent business development to build a knowledge base by using literature specifically on rural entrepreneurs. Research on entrepreneurship has changed during the past 250 years, since the concept was born in economic theory. The focus has shifted from the characteristics of individual entrepreneurs to the current emphasis on the contributions of entrepreneurship to economic development. While descriptive studies abound, the cited literature contains few empirical studies of rural entrepreneurship that test economic theories. Also, few researchers approach the analysis from a national perspective. Most report only local case studies. Another gap in the literature concerns the characteristics of new businesses in rural areas. The bibliography is organized into four chapters, which are: (1) Definition of the Entrepreneur, 119 citations; (2) Stages of an Entrepreneurial Business, 48 citations; (3) Environments Favorable to Entrepreneurship, 26 citations; and (4) Entrepreneurship as a Development Strategy, 96 citations. Each entry contains bibliographical information and an annotation. Comprehensive sources, periodical and additional citations without annotations are listed. The material is also indexed by author and subject. This bibliography is produced by extensive computer and manual search of pertinent literature. It includes substantial historical material as early as 1730 as well as current works. (TES)

SE

ED 322 740 FL 018 748

Leduc, Denise
Guide d'enseignement du francais au secondaire. Volet I: Comprehension ecrite. Immersion (Teaching Guide for French at the Secondary Level. Part I: Reading Comprehension. Immersion).
Alberta Dept. of Education, Edmonton.

PUB DATE- 89
NOTE- 233p.
LANGUAGE- French
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Computer Assisted Instruction; *Curriculum Design; *Curriculum Development; Educational Strategies; Foreign Countries; *French; *Immersion Programs; Instructional Materials; Literature Appreciation; Media Selection; *Reading Comprehension; Reading Difficulties; *Reading Instruction; Secondary Education; Second Language Programs; Social Values
IDENTIFIERS- *Alberta
This guide to secondary school French reading instruction addresses a variety of general and specific instructional issues. An introductory chapter discusses program objectives, minimum program requirements, and the population to be taught. The second chapter looks at theoretical aspects of the development of reading ability: current thoughts on reading instruction, the definition of reading ability, implications for this population, variables influencing reading development, and the teacher's role. Chapter 3 examines two different types of reading material, literary and non-literary, and instructional approaches for each. The role of sociocultural values in reading is the subject of the fourth chapter. Chapter 5 outlines the various steps and stages in reading comprehension instruction. Reading problems are discussed in chapter 6, including comprehension difficulties, slow reading rate, skimming, use of the same reading strategies for different text types, and dyslexia. Identification of the problems and various approaches and interventions are examined. Chapter 7 addresses the computer's role in reading instruction at various levels, software and courseware, and how to find computerized texts. The eighth chapter consists of a form for teachers to self-report their understanding of the principles of reading instruction. A bibliography and notes on development of different lesson types are appended. (MSE)

ED 322 847 HE 023 790

Graduate Program Outcomes. A Description and Evaluation of the Introductory Phase of the Empire State College Graduate Program.
State Univ. of New York, Saratoga Springs. Empire State Coll.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 110p.
AVAILABLE FROM- Office of Research and Evaluation, One Union Avenue, Empire State College, Saratoga Springs, NY 12866 (single copy $10.75; quantity price $8.60).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *College Outcomes Assessment; *Core Curriculum; *Curriculum Design; *Graduate Study; Higher Education; *Introductory Courses; Profiles; *Program Descriptions; Program Implementation
IDENTIFIERS- *State University of New York Empire State Coll 185

Empire State College of New York has published a report which describes and analyzes the nature and the dynamics of the Introductory Phase of three professional fields within the school's Master of Arts program: Business and Policy Studies, Labor and Policy Studies, and Culture and Policy Studies. The report is arranged according to program rationale and structure, student profiles, program implementation (as it affects students), and recommendations and conclusions. It covers the background and the organization of the program, including goals, leadership, evaluation, schedule of events and communication. It also provides a sketch of the first groups of graduate students involved, as well as insights into their thoughts and experiences in the program. A description of program implementation during the Introductory Phase is provided through information on the following aspects: graduate curriculum in the three areas of study, Residency I in January 1984, mid-term student progress, Residency II in April 1984, and contract outcomes and academic progress. Recommendations are categorized according to program organization, the graduate students, and program implementation concerning the curriculum and the residencies. A summarization of the enterprise is also provided. Contains 17 references. (GLR)

ED 322 877 IR 014 244

Chen, Milton; And Others
KQED ITV: Case Studies of Exemplary Instructional Television Use.
Station KQED, San Francisco, Calif.
PUB DATE- Jan 88
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Communications Satellites; Computer

Assisted Instruction; Computer Simulation; *Educational Television; Elementary Secondary Education; Futures (of Society); *Instructional Effectiveness; *Instructional Improvement; Problems; Teaching Methods; Word Processing

Instructional television (ITV) is an effective medium for improving teaching and learning at all levels of education. Thirteen brief case studies provide teacher's insights into how ITV can be integrated with newer computer and satellite technologies to provide instructional opportunities in numerous academic subjects for all students. The voices of the teachers describe how ITV has been used effectively in the past and offer advice for the future. ITV is viewed as an educational tool with pedagogical advantages intrinsic to the medium: (1) for visualizing the abstract concepts important to many subjects; (2) for conveying art, science, literature, and history as human experience; and (3) for providing role models that would otherwise remain distant in their students' lives. ITV facilitates learning for slower as well as more advanced students, and has the ability to maintain students' interest in learning more. (DB)

ED 322 892 IR 014 591

Brazier, Mary M.
Computerized Laboratories in an Undergraduate Psychology Department.
PUB DATE- 90
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Psychology; *Computer Assisted Instruction; Computer Software; Curriculum Development; Curriculum Enrichment; Higher Education; *Laboratories; *Microcomputers; Research

Opportunities; Statistical Analysis; Student Research; Undergraduate Study
A computer project sponsored by a National Science Foundation grant was completed in the psychology department at Loyola University. The purpose of the project was to upgrade existing laboratory equipment in both the operant learning and sensation/perception laboratories, to provide equipment for a cognition laboratory, and to allow increased and more varied opportunities for student research in these areas. Software packages were chosen for their psychology experiment programs as well as their statistical, word processing, and graphics capabilities. The results of this project include: (1) the development of new laboratory courses; (2) an increase in the number of student research projects conducted; (3) the collection and utilization of more complex and detailed data; (4) increased flexibility of lab activities and procedures; and (5) changes in the students' research skill level, comprehension level, and computer expertise, as well as the quality of their projects and presentations. A syllabus for a cognition laboratory course is included. (25 references) (DB)

ED 322 921 IR 053 240

Campbell, Dana; And Others
Orem Public Library Information/Reference Service Library User Study.
PUB DATE- Apr 90
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Communication Skills; Job Performance; *Library Facilities; *Personnel Evaluation; *Public Libraries; Questionnaires; *Reference Services; *User Satisfaction (Information); Use Studies
IDENTIFIERS- Orem Public Library UT
The purpose of this study was to measure library users' reactions to the physical characteristics and the information and treatment received at the Orem (Utah) Library information desk. Over a 3-day period, a questionnaire designed by the researchers was distributed to 207 users, ages 11 and over, as they left the library. The results were analyzed by using SPSS/PC+ to conduct frequency, cross-tabulation, and chi-square tests. The findings indicate that the vast majority of the library's users (95%) were satisfied with the information desk's physical facilities; 85.1% of the respondents claimed that they were fully satisfied with the information received; and over 97% said that they were satisfied with the librarians' courtesy and interest. It is noted that factors which determined whether the data collectors would approach a potential participant (e.g., participant's age, usage of the information desk, time of day, and the data collectors' skills in asking for the user's participation) created a bias as to who participated in the study. It is further concluded that because some of the information service librarians were aware of the survey (and their behavior may have been affected as a result), data should have been collected over a longer period of time. (3 tables and 21 references) (SD)

ED 322 935 IR 053 466

Fogelstrom, Clarence
Library Programs. Five-Year Report of Library Services through Major Urban Resource Libraries (MURLs) and Metropolitan Public Libraries Serving as National or Regional Resource Centers, Fiscal Year 1984-Fiscal Year 1988.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- LP-90-749
PUB DATE- Oct 90
NOTE- 149p.; For related reports, see ED 284 553 and ED 292 478.
LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Annual Reports; Computer Software; Electronic Equipment; Federal Aid; *Information Technology; *Library Collection Development; *Library Expenditures; Library Services; Library Statistics; Longitudinal Studies; *Nonprint Media; Online Searching; Public Libraries; *Regional Libraries; Trend Analysis; Users (Information)
IDENTIFIERS- *Library Services and Construction Act; *Major Urban Resource Libraries

Based on annual reports from the states on project activities carried out under the Library Services and Construction Act (LSCA), this report provides an overview of programs authorized under Title I of LSCA over a 5-year period to support special projects at major urban resource libraries (MURLs) which operated for users on a regional basis. It also summarizes how federal funds have been used to help the states meet user needs through the strengthening of MURLs and metropolitan public libraries which serve as national or regional resource centers. Analyses of the FY 1987 annual reports show that the MURLs continued to strengthen library collections and provide interlibrary loan services. The use of various technologies in providing public library service continued to grow with the purchase of compact disk recordings and videotapes, and with the use of computers, microform readers and printers, videotape recorders, and other applicable technologies. Some of the state annual reports noted that new patrons were using library services for the first time to borrow videotapes, compact disk recordings, and computer software. The reports also indicated a continuation of projects for database searching and the purchase of large-print books, microforms, foreign language materials (such as Asian, Spanish, and Russian), government documents, Afro-American history and literature collections, Hispanic collections, and the expansion of periodical collections on microfilm. The introduction provides a brief narrative report on LSCA funding requirements and levels, a discussion of trends in MURLs and metropolitan libraries, and two tables of statistics on expenditures and funding for the MURLs and the national or regional resource centers for each state, the District of Columbia, and Puerto Rico. The appendix, which makes up the major part of this report, presents detailed statistics for each of 42 states broken down by fiscal year. (BBM)

JC

ED 322 947 JC 900 436

Selected Collective Bargaining Agreements of Michigan Two-Year Colleges.
National Education Association, Washington, D.C.
PUB DATE- 89
NOTE- 531p.; Part of a collection of collective bargaining agreements compiled by the National Education Association. For other collective bargaining agreements for Michigan community colleges, see ED 295 689.
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; College Faculty; Community Colleges; Contracts; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; *Negotiation Agreements; *Personnel Policy; Released Time; Teacher Dismissal; Teacher Retirement; *Teacher Salaries; Tenure; Two Year Colleges; Unions
IDENTIFIERS- *AFT Contracts; American Federation of Teachers; Michigan; National Education Association; *NEA Contracts

Collective bargaining agreements between the boards of trustees and faculty associations of six selected community colleges in Michigan are presented, representing contracts in effect in 1988 and 1989. Contracts for the following colleges are presented: Schoolcraft College; Glen Oaks Community College; Kirtland Community College; Mid-Michigan Community College; Macomb Community College; and Wayne County Community College. With some variation among the agreements in terms of coverage and detail, the following topics are dealt with: bargaining agent recognition; strikes and lockouts; faculty workload; bargaining agent rights; academic freedom; grievance procedures; reduction in force and recall; advisement; personal and professional leaves of absence; transfer; instructional technology; personnel files; evaluation procedures; teacher discipline, suspension, termination, and nonrenewal; extra-curricular involvement and committee assignments; outside employment; salary and fringe benefits; insurance; tuition reimbursement; retirement; a savings clause; and a duration, termination, and renewal of the agreement clause. Salary schedules are included with many of the agreements. (JMC)

ED 322 960 JC 900 454

Harrison, Danny
Starting a Business in the Permian Basin.
Midland Coll., TX. Business and Economic Development Center.
SPONS. AGENCY- Permian Basin Private Industry Council, Midland, TX.

PUB DATE- Jun 90
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Business Administration; *Community Resources; Contracts; *Entrepreneurship; Financial Support; Fund Raising; Information Sources; Marketing; Planning; Private Sector; *Self Employment; *Small Businesses; Taxes; Two Year Colleges
IDENTIFIERS- *Texas

The business and economic development center of Midland College provides assistance to small businesses. Written for use by future and current small business owners and entrepreneurs living in a 17-county area of the Permian Basin of Texas, this guidebook describes the procedures for developing a business plan and for successfully starting and operating a small business. Information is provided on: (1) pre-business considerations; (2) protecting the product; (3) developing a business plan; (4) financial ratios; (5) the business organization, including sole proprietorships, partnerships, limited partnerships, and corporations; (6) seeking legal and professional advice; (7) sources of funds, including venture capital, the Small Business Administration, small business investment companies, and grants; (8) sources of assistance and information, including chambers of commerce, colleges, export assistance centers, the Private Industry Council, and small business development centers; (9) permits and registration; (10) the Universal Product Code; (11) federal taxes; (12) federal labor laws; (13) federal government contracts; (14) state taxes including unemployment tax; and (15) state liquor licences. The report recommends establishing a working relationship with a competent attorney, banker, and accountant; and becoming familiar with relevant federal tax forms and policies. The report concludes with a listing by city of offices in the Permian Basin area responsible for permits and for overseeing the operations of specific types of businesses. (GFW)

ED 322 973 JC 900 472

Stolar, Steven M.
A Survey of Factors and Attitudes of Students at a Rural Two-Year College Which Promote Low Participation in Student Activities Programs: An Institutional Study.
Cumberland County Coll., Vineland, N.J.
PUB DATE- 19 Sep 90
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Athletics; Community Colleges; *Enrichment Activities; *Extracurricular Activities; Music Activities; School Surveys; *Student Attitudes; Student Characteristics; Student Interests; Student Organizations; *Student Participation; Two Year Colleges; *Two Year College Students

In spring 1988, a survey was conducted of the student body at Cumberland County College (CCC) to obtain insight into students' perceptions of student activities programs at the college, the characteristics of participants in these activities, the activities students would like to see offered, and the most convenient times. A random sample of 202 students returned 114 usable surveys for a response rate of 65.5%. Among the respondents, 63% attended part-time, 71% were female, and 82% were degree-seeking students. Study findings included the following: (1) 80% of the respondents considered the availability of student activities to be important or very important; (2) 58% rated the quality of student activities as average; (3) 68% indicated that they had never participated in any type of student activity at CCC; (4) among students who had participated in activities, involvement was greatest in seminars and workshops, clubs, and guest speaker presentations; (5) students tended to prefer programs scheduled in the evenings or on weekends; (6) over 50 respondents indicated that they would be likely to attend musical and sporting events on campus, while at least 45 students expressed an interest in overnight trips, guest speakers, seminars/workshops, and theater trips; (7) lack of time and other responsibilities were given as reasons for low attendance rates; and (8) among suggestions for additional programs, sporting events for exercise rather than competition was cited most frequently. Selected tables with response data are included. (JMC)

ED 323 029 PS 019 043

Honig, Alice Sterling
Prekindergarten Screening and Programming: Important Issues.
PUB DATE- 26 Sep 90
NOTE- 17p.; Paper presented at the Spotlight Series of the Central New York Study Council, Syracuse University College of Education (Syracuse, NY, September 26, 1990).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Practices; Educational Quality; *Preschool Children; Preschool Education; *Program Content; *Student Evaluation; *Teacher Characteristics
IDENTIFIERS- *Program Characteristics; *Screening Procedures
A brief discussion of important issues in prekindergarten screening and programming precedes annotated citations of 19 references. A consideration of characteristics of a high quality preschool program is followed by discussion of the importance of the preschool teacher and early childhood screening and assessment. It is argued that a successful program for preschoolers depends on the perceptive skills and ability of the preschool teacher to be attuned and responsive to each child's developmental readiness for being lured into learning. Knowledge of child development is essential for teacher competency. Observation skills and notes on significant episodes that reflect children's progress in: language skills, social interactions, self-control, attention span, and persistence at difficult tasks are important assessment tools for teachers. The Denver Developmental Screening Test can be helpful. Teachers should have a good acquaintance with ways to carry out time and event sampling, write up case study vignettes, and use Socratic questioning techniques in order to increase children's reflective and reasoning skills. (RH)

ED 323 069 RC 017 727

Fox, Karl A.
The Eco-Behavioral Approach to Surveys and Social Accounts for Rural Communities: Exploratory Analyses and Interpretations of Roger G. Barker's Microdata from the Behavior Setting Survey of Midwest, Kansas in 1963-64.
SPONS. AGENCY- Iowa State Univ. of Science and Technology, Ames.; National Science Foundation, Washington, D.C.; North Central Regional Center for Rural Development, Ames, Iowa.

REPORT NO.- ISBN-0-936913-02-9
PUB DATE- 90
NOTE- 424p.
CONTRACT- SES-8411958
AVAILABLE FROM- North Central Regional Center for Rural Development, 317D East Hall, Iowa State Univ., Ames, IA 50011 (free).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Books (010)
DESCRIPTORS- *Behavioral Science Research; *Behavior Patterns; *Community Study; Data Interpretation; Environmental Influences; *Group Behavior; Interdisciplinary Approach; Research Methodology; Rural Sociology; *Social Behavior
IDENTIFIERS- *Behavior Settings; Ecological Psychology; *Small Towns; Social Accounting
The concept of behavior settings--the environments shaping individual behavior--was originated by Roger Barker in 1950 in connection with his community surveys in a small Kansas town, code-named Midwest. This book seeks to provide rural social scientists with an understanding of Barker's eco-behavioral approach and proposed adaptations of it to social accounts for town-and-trade communities, functional economic areas, and larger urban-centered regions. Chapters 1-9 make use of Barker's previously unpublished microdata from his last survey of Midwest's 884 behavior settings in 1963-64. Chapter 1 presents preliminary definitions of behavior settings; the programs of behavior settings; genotypes--categories of behavior settings with identical programs; authority systems--settings controlled by other settings; classes of authority systems; and genotype groups within classes of authority systems. Chapters 2-9 provide interpretations of (1) Barker's data sheet for individual behavior settings; (2) occupancy times by town subgroups; (3) population numbers by selected business settings, classes of authority systems, and genotype groups; (4) numbers of performers; (5) maximum penetration by population subgroups into zones of behavior settings; (6) behavior setting ratings on action patterns and behavior mechanisms; (7) behavior setting ratings for pressure on and welfare of children and adolescents; and (8) measures of the extent of a town's environment. Chapter 10 examines possible applications in the development of data systems, accounts, and models for rural and nonmetropolitan counties. This book contains 47 references and 62 data tables. (SV)

ED 322 726 FL 018 728

Giri, Ram Ashish
Modes of Greetings in Nepali.
PUB DATE- 89
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cultural Influences; Diachronic Linguistics; *Educational Attainment; Foreign Countries; *Interpersonal Communication; *Nepali; Religion; *Social Change; *Sociocultural Patterns; Uncommonly Taught Languages
The greeting systems in Nepali are derived from the Hindu ethos and religious culture, and can be traced back to Hindu sacred writing. However, as tied to conventions as they are, these systems are also the product of an interplay of socio-cultural factors. A study found that despite exposure to education and Western culture, Nepali modes of greeting are still traditional in several ways. A Nepali greeting may have three components: an address to the interlocutor, a verbal form, and a nonverbal activity in the form of a number of gestures. The address may precede or follow the verbal form. Sometimes the address and verbal form may be absent altogether. In greetings between members of opposite sexes, hugging and handshakes are unacceptable, and some degree of formality is maintained. Differences in educational level, caste, and role in society appear to create social distance even between friends. Spatio-temporal settings do not appear to influence greeting exchanges except in workplace situations in which colleagues tend to be more formal. Further research is recommended. (Author/MSE)

ED 322 755 FL 018 766

Klein, Eberhard
Elements of a Text Type-Oriented Model of Second Language Reading within a Communicative EFL/ESL Syllabus.
PUB DATE- 90
NOTE- 22p.; Paper presented at the Meeting of the World Congress of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Communicative Competence (Languages); *Course Descriptions; *Curriculum Design; *English (Second Language); Models; *Reading Instruction; Second Language Instruction; *Second Languages; Teaching Methods
It is proposed that a general communicative second language syllabus can be adapted for the specific requirements of a second language reading model. This is demonstrated with one model by filling the content, product, and process dimensions with reading-specific elements. Content consists of text type of form (novel, news story, report, etc.), while product corresponds to the learner's needs and learning goals and the various types of text comprehension. Process includes the reading techniques used by a foreign language learner to decode textual information. For illustration, the model is then applied to one text type, the news story (appended) and the method's use in revealing meaning and structure is discussed briefly. A three-page bibliography is included. (MSE)

ED 322 802 HE 023 197

NUC Statistical Digest, 1980/81-1985/86.
National Universities Commission, Lagos (Nigeria).
PUB DATE- Aug 89
NOTE- 297p.
AVAILABLE FROM- National Universities Commission, National Assembly Complex, Tafawa Balewa Square, P.M.B. 12694, Lagos, Nigeria.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; College Students; *Degrees (Academic); Developing Nations; *Enrollment; *Financial Support; Foreign Countries; Higher Education; *Institutional Characteristics; *Public Colleges
IDENTIFIERS- *Nigeria

The digest presents statistics on universities in Nigeria, by year, from 1980/81 to 1985/86. The data provide information on: (1) new students and total enrollment by university department, sex, institution, state of origin, and level of course; (2) academic staff by institution, university department, sex, and nationality; and (3) total degrees, diplomas, and certificates awarded, organized by university department, sex, and level of course. In addition, for 1985/86 only, data are offered on recurrent and capital appropriations of Nigeria's federal universities. (JDD)

ED 322 833 HE 023 770

Mitchell, Joyce Slayton
Jobs and Career Planning. College Bound Guide.
College Board, New York, NY.
REPORT NO.- ISBN-0-87447-354-3
PUB DATE- 90
NOTE- 306p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101-0886 ($12.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Career Awareness; Career Choice; *Career Planning; College Choice; *College Preparation; Educational Planning; Education Work Relationship; Higher Education; High Schools; *Occupational Information; Student Educational Objectives
This guide to jobs and career planning begins by stressing that high school curriculum choices add up to college choices, and college choices lead to career possibilities. A section on college planning offers tips on deciding what degree to work towards, and describes unusual careers that are unrelated to college majors. A section on career planning helps students assess their skills, interview individuals to obtain information about possible jobs, and research the job market. The bulk of the book comprises job descriptions in the fields of performing and visual arts; aviation; business administration and management; advertising, marketing, and public relations; computer and mathematical operations; money management; sales; communications; education; engineering and architecture; government; health; science and technology; social science; and social service. Each job description begins with a definition, followed by a report of the tasks involved, usually with examples from workers in the field who add their perceptions to the description. Requisite educational and personal skills are also listed. (JDD)

ED 322 862 HE 023 817

Bliss, Traci; Lisi, Penelope L.
The Effect of State Initiatives on School/University Partnerships in Connecticut.
PUB DATE- May 90
NOTE- 33p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Rockport, ME, May 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College School Cooperation; *Cooperative Programs; Delivery Systems; Elementary Secondary Education; Higher Education; Program Development; *Shared Resources and Services; *State Standards; *Teacher Education Programs; Teamwork
IDENTIFIERS- *Connecticut
This study examined factors that have contributed to the development of school/university partnerships in Connecticut, and identified obstacles to partnership activities. The research design included review of collaborative activities required by State Department of Education standards at 12 Connecticut teacher education programs. The standards required that the teacher education programs: (1) establish cooperative arrangements with elementary and secondary schools; and (2) develop management plans for the delivery of services to local school districts, describing types of services, staffing, resource support, and evaluation of service activities. In addition to the program reviews, three Connecticut collaborative projects at different stages of development were studied, and a survey was conducted of 11 deans or department chairs of teacher preparation programs. It is concluded that the three major factors contributing to the development of partnerships appear to be faculty and institutional commitment, additional funding support, and program approval standards. Appendices contain a copy of the survey form and tables of responses, case studies of the three collaborative projects, and a list of member institutions of the Connecticut Association of Colleges and Universities of Teacher Education. Includes three footnotes and a bibliography of three items. (JDD)

ED 323 016 PS 019 020

Harris, Noel V.
To Encourage Development of the Critical Thinking Skills for Third Grade Elementary Students.
PUB DATE- Jul 85
NOTE- 114p.; Master's Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Aviation Education; *Critical Thinking; Curriculum Development; Curriculum Enrichment; *Elementary School Students; *Gifted; Grade 3; Primary Education; Program Descriptions; *Resource Room Programs; Space Exploration; *Talent; *Thinking Skills; Units of Study
A resource teacher working at an elementary school located on a military reservation implemented an 8-week practicum intervention designed to improve the critical thinking skills of 16 third graders. A task force composed of resource and classroom teachers, a guidance counselor, a reading curriculum supervisor, a school psychologist, a principal, and the director of the program for exceptional children produced a two-tiered Acceleration and/or Enrichment Program designed to challenge gifted and talented students. Students participating in a unit of study on Aviation and the Future of Space Exploration were provided access to a resource room providing curriculum enrichment, individual instruction, emphasis on the higher mental processes of divergent thinking and creativity, independent study, problem-solving projects with real products, and alternative techniques that offered a change from the routine of the regular classroom. Evaluation data showed that students made progress in each of the thinking skills addressed: comprehension, application, analysis, synthesis, and evaluation. A total of 47 references are cited. Appendices include a program brochure, the unit outline, classroom materials, and activities for building thinking skills. (RH)

ED 322 771 FL 018 787

Durmuller, Urs
Attitudes towards English as a Possible Lingua Franca in Switzerland.
PUB DATE- 89
NOTE- 16p.; In: York Papers in Linguistics 14; see FL 018 786.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *English (Second Language); Foreign Countries; French; German; Italian; *Language Attitudes; Language Research; *Language Role; Linguistic Theory; *Official Languages; Surveys; *Young Adults
IDENTIFIERS- *Switzerland
A 1985 survey of Swiss military recruits, aged about 20, and a 1987 survey of comparable Swiss women concerning their attitudes toward English as a possible lingua franca for their multilingual country are reported. Samples consisted of responses from German-speaking Switzerland (1,930 males, 324 females), French-speaking Switzerland (1,133 males, 327 females), and Italian-speaking Switzerland (1,256 males, 326 females). Survey questions addressed the following: (1) the quantity of time spent in school studying English and the other foreign languages concerned; (2) preferences for a first/second language; (3) adequacy of the English learned at school; (4) expected second language use in professional career; (5) languages used for communication with another Swiss with a different native language; and (6) feelings about adoption of English as a lingua franca. Results show English is accepted as an additional language and a language for specific purposes. However, it is not yet accepted as a language for international communication despite the fact that its use in job-related and leisure-time domains makes it increasingly difficult to avoid in a multilingual setting. (MSE)

ED 322 788 FL 018 805

Kresovich, Brant M.
More Discussion Activities To Develop Skills in Intercultural Communication for Japanese University Students in EFL.
PUB DATE- 89
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- Age Differences; Class Activities; Classroom Techniques; *Communication Skills; Comparative Analysis; *Cultural Awareness; Cultural Education; *Cultural Traits; Culture Conflict; *Discussion (Teaching Technique); *English (Second Language); Foreign Countries; Higher Education; *Intercultural Communication; Interpersonal Communication; Language Role; Listening Skills; Proverbs; Second Language Instruction; Sex Differences; Skill Development; Speech Skills
IDENTIFIERS- *Japan; United States
Ten speaking and listening activities designed to improve the intercultural communication skills of intermediate and advanced learners of English are presented. The activities are based on seven goals of cultural instruction: (1) sense of culturally controlled behavior; (2) interaction of language and social variables such as gender, age, and social background; (3) conventional behavior in mundane situations; (4) emotional associations that cultures assign to certain words and phrases; (5) the ability to judge credibility of cultural generalizations and stereotypes; (6) how to locate, organize, and evaluate information about another culture; and (7) development of sympathy, tolerance, respect, and other positive attitudes. For each activity, information is provided on the target level, time required, goal, language skill targeted, necessary materials, procedures, remarks, and acknowledgement of source. Activities address the following topics: what culture is; culture shock; communication rules among Japanese and Americans; language, gender, and age; everyday expressions; interjections; gift-giving customs; proverbs; cultural nuances of words and phrases; and generating generalities. (MSE)

ED 322 818 HE 023 739

Ehrhart, Julie Kuhn; Sandler, Bernice R.
Rx for Success. Improving the Climate for Women in Medical Schools and Teaching Hospitals.
Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- May 90
NOTE- 24p.
CONTRACT- S083A80032
AVAILABLE FROM- Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, NW, Washington, DC 20009 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Academic Persistence; Demonstration Programs; Dropout Prevention; *Educational Environment; *Females; Higher Education; Medical Education; *Medical Schools; *Medical Students; Sex Discrimination; Student College Relationship; Student Recruitment; Student Welfare; *Teaching Hospitals; *Womens Education
The report focuses attention on those areas of medical school education that may have a negative effect on women students' confidence and competence. It examines the different ways that male and female medical students experience their training and the particular stresses that women may face, including: role conflicts; questions about commitment; balancing career and personal needs; parental and childbearing leave; and sexual harassment and discrimination. Several model programs are highlighted that address women's concerns at various levels of medical training, and a set of recommendations are provided for medical school and teaching hospital administrators, most of which are based on strategies that have been implemented successfully at institutions around the country. Suggestions include ideas for encouraging more women to enter medicine and to improve outreach and retention. A selected list of organizations and additional resources is also included. Contains 42 references. (GLR)

ED 322 907 IR 053 222

Fact Book on the Board of Regents 1990 Legislative Program for Libraries.
New York State Education Dept., Albany. Div. of Library Development.
PUB DATE- 90
NOTE- 50p.; Photographs may not reproduce.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Library Facilities; Library Role; *Library Services; Library Statistics; *Lifelong Learning; Outreach Programs; Preservation; *Regional Libraries; Shared Library Resources; Special Libraries; *State Legislation; *State Programs
IDENTIFIERS- Library Services and Construction Act; New York State Regents

A 1990 New York State Assembly bill requiring a $27.7 million increase in the local assistance budget for libraries for 1990-1991 reflects the priorities of the 1990 New York State Regents Legislative Program for Libraries and the State Department of Education to promote "better beginnings" for New Yorkers. The bill would increase aid for public library systems, reference and research library resources systems, school libraries, and other libraries. Increases would also be made for local aid, central library aid, and such library system programs as services to correctional institutions and coordinated outreach. Literacy programs and public library construction programs would receive statutory funding beginning in 1990-1991. A new program to improve and extend library service to parents and children through community libraries would be funded at $1 million. An additional $1.1 million would provide $50,000 to each public library system to offer technical assistance and support for coordinated programs to parents and children. Increases would also be made for Indian libraries, the New York Public Library Research Libraries, the Schomburg Center for Research in Black Culture, and the New York Public and New York State libraries for the Blind and Physically Handicapped. The bill would provide funds for automation in public and school library systems. In addition, an effort would be coordinated to preserve and conserve information resources unique to the state. (SD)

ED 323 002 PS 019 000

Willatts, Peter; Dougal, Shonagh
Planning Ahead: Influence of Figure Orientation on Size of Head in Children's Drawings of a Man.
PUB DATE- Aug 90
NOTE- 17p.; Paper presented at the European Conference of Developmental Psychology (4th, Stirling, Scotland, August 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at... (150)
DESCRIPTORS- *Age Differences; Elementary Education; *Elementary School Students; Foreign Countries; *Freehand Drawing; *Human Body; *Preschool Children; Preschool Education
IDENTIFIERS- Facial Features; Great Britain; *Human Figure Drawing; *Representational Competence
In an investigation of causes of the disproportionate relation between head and body in children's drawings of the human figure, 160 children of 3-10 years of age produced drawings of a man viewed from the front and from the back. It was expected that if planning to include facial features increased the size of the head children drew, then heads would be larger in the frontal drawing, in which features are included, than in the dorsal drawing, in which they are not. Drawings of an empty plate and a plate laden with food were collected in an effort to investigate the possibility of a general effect of planning with regard to internal details on the size of an outline. Results showed a highly significant effect of figure orientation on head size at all ages. Children drew larger heads when the figure was viewed from the front than from the back. There was no comparable effect in drawings of plates. Head to body proportion was largest for the youngest children and declined significantly with age. There were significant differences between drawings of children from different schools. Results suggest that even though children's planning to include facial features may affect head size at all ages, there are wide differences between

different populations of children. Additional research is needed to identify the basis of these differences. (RH)

ED 323 043 RC 017 645

Brown, Michael D.
Spermicidal Condoms: Effective Primary Protection against AIDS, Other STDs, and Unintended Conceptions. We Can Reduce the Number of Teen Pregnancies.
PUB DATE- 90
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070) Journal Articles (080)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; American Indian Education; *American Indians; *Contraception; Disease Control; Elementary Secondary Education; Health Education; Health Programs; *Pregnant Students; Prevention; *Sex Education; Unwed Mothers; Venereal Diseases
IDENTIFIERS- Condoms; Indian Health Service; *Sexually Transmitted Diseases
This document consists of two articles on sex education programs aimed at reducing sexually transmitted diseases (STDs) and unintended pregnancies among American Indians. Both articles describe the problems of unwanted pregnancies and STDs, including acquired immune deficiency syndrome. During 1987, there were more than 3,000 live births to Native American girls ages 17 and younger. The first article describes how the use of over-the-counter spermicidal latex condoms helps prevent unwanted pregnancies, transmission of the AIDS virus, and other STDs. The article calls for more public education regarding the use of condoms and suggests condom dispensation by Indian Health Services. The second article discusses some of the negative outcomes of early sexual activity and suggests some strategies that Native American communities might find useful. One successful rural South Carolina sex education program is described. The article concludes that the South Carolina model can be adapted to Indian health service programs, given the proper interest and initiative. The two articles list about 40 references. (TES)

ED 322 698 EC 231 890

Wilczenski, Felicia L.; Gillespie-Silver, Patricia
Profile of University Students with Learning Disabilities.
PUB DATE- May 90
NOTE- 25p.; Paper presented at the Annual Conference of the New England Educational Research Organization (Rockport, ME, May 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- Age; *College Students; Educational Background; High Achievement; Higher Education; Language Handicaps; *Learning Disabilities; Low Achievement; Majors (Students); *Predictor Variables; Sex; *Student Characteristics
Data were collected on 211 undergraduates who were followed by Learning Disabled Student Services (LDSS) at the University of Massachusetts/Amherst during the academic year 1988-1989. Additional data on educational backgrounds were collected for 80 members of the LDSS population, to define variables important in predicting college outcomes. Subsamples of academically high- and low-achieving learning-disabled students were contrasted. Forty percent of the students were female and 60% were male. Ninety percent of the students were of traditional college age, and over 80% were white. Transfer students made up 23% of the population. A disproportionate number of students had majors in fine arts, social science, and education. The high school class rank and the Scholastic Aptitude Test scores were lower than the University average. The majority of LDSS students had a long-standing history of learning problems and had received special education in high school. However, less than half of those students chose to identify their special needs at the time of college admission. Students with language-based learning disabilities experienced greater academic difficulty than students with nonverbal processing problems. Reasons for these findings are analyzed, and it is concluded that factors such as social/emotional maturity differentiate high- and low-achieving learning-disabled students. Includes five references. (JDD)

ED 322 712 FL 018 667

Berney, Tomi D.; Lin, Jan C.
Chinese Opportunities in Career Education (Project CHOICE) 1988-89. OREA Evaluation Section Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 90
NOTE- 31p.
GRANT- T00A80043
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education Programs; *Career Education; *English (Second Language); Evaluation Methods; Federal Programs; High Schools; *Limited English Speaking; Native Language Instruction; Parent Participation; Program Evaluation; Second Language Instruction; *Second Language Learning; Staff Development
IDENTIFIERS- *Chinese Speaking; Content Area Teaching; *Project Choice
Project CHOICE was designed to offer Chinese-speaking students of limited English proficiency (LEP) the opportunity to study business, technical, and computer subjects at Seward Park, and Washington Irving High Schools; subsequently, Norman Thomas High School was substituted for the latter school. Students received instruction in English as a Second Language (ESL) and Native Language Arts (NLA). They received bilingual instruction in the content areas of mathematics, science, and social studies and were offered services that included academic and career counseling, college advisement and placement, and job placement. The project also offered extracurricular activities to the students, staff development activities to project and school staff, and parental involvement activities. Evaluation of project CHOICE showed that it met its objectives in ESL, NLA, content area courses, career education, attendance, staff development, and curriculum development. Quantitative data were not provided for one of its two parental involvement objectives, but a subjective assessment suggested that it was met. One recommendation was made: if funds permit, the project should add a guidance counselor to its staff or explore alternate means to support the position. (GLR)

ED 322 756 FL 018 767

Carroll, David J.; Rezk, Leila Galal
Literary Uses of Concordancing: A New Tool for Teachers and Researchers.
PUB DATE- 90
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Oriented Programs; *Discourse Analysis; *Indexes; *Lexicography; *Literary Criticism; *Research Methodology; Research Tools

IDENTIFIERS- *Julius Caesar; Shakespeare (William)
Computer concordancing, a form of lexical analysis that locates and gives information about all occurrences of a particular lexical item within a text, is useful in literary analysis. Concordancing programs are available for small computers in all price ranges. Applied to literary text, the programs make it possible to specify each item's frequency, location, and context, making it easier to see such things as the symbolic value of an item, how lexis is associated with a particular character, or the use of lexis as a linking device between otherwise disparate elements. It is a much more efficient method of obtaining detailed information than reading the full text. The concordancer's principle products are a wordlist with frequencies, index, and list of key words with contexts. Preparing a text for analysis involves translation into ASCII code and "tagging" different parts of the text. A complete concordance has as many lines as words in the text. Analysis involves selection of key items. Concordancing of Shakespeare's "Julius Caesar" identified major lexical items, imagery (by extracting items linked with "like" or "as"), and names of and references to major characters. There are many potential instructional applications. Some item concordances from the play are appended. (MSE)

ED 322 803 HE 023 198

25 Years of Centralised University Education in Nigeria.
National Universities Commission, Lagos (Nigeria).
PUB DATE- 88
NOTE- 115p.
AVAILABLE FROM- National Universities Commission, National Assembly Complex, Tafawa Balewa Square, P.M.B. 12694, Lagos, Nigeria.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020)
DESCRIPTORS- College Administration; Developing Nations; *Educational History; Financial Problems; Foreign Countries; Higher Education; International Cooperation; Politics of Education; Private Colleges; *Public Colleges
IDENTIFIERS- *National Universities Commission (Nigeria); *Nigeria
The history of university education in Nigeria is examined,

beginning with the implementation of the Lord Eric Ashby Commission's report in 1962, which started the march towards general access to university education. Following an introduction by Idris Abdulkadir, the following papers are presented: "The Nigerian University as a Trustee of Society" (Tai Solarin); "The Emergence of State and Private Universities" (O. Oladapo); "International Co-operation in University Development" (The Delegate, European Economic Community, Nigeria Office); "Research and Its Application in Nigeria" (E. U. Emovon); "Reminiscences of the Establishment of the University of Nigeria, Nsukka" (C. Ikoku); "Student Unionism on Nigerian Universities Campuses: A Curse OR Blessing?" (Segun Okeowo); "The Politics of Administering a Nigerian University" (C. Alele-Williams); "The Financial Constraints Hindering Successful Administration of a Nigerian University" (M. Mbajiorgu); and "Historical Evolution of the National Universities Commission (The Secretariat and the Board) 1962-1988" (C. Ajayi). Contributions from the National Universities Commission Secretariat describe the functions and activities of the Administration Division, Finance Division, Academic Planning Division, Physical Planning Division, and Research and Postgraduate Development Division of the Commission. Also provided is a list of the members of the National Universities Commission from its inception through the 1980s. (JDD)

ED 322 848 HE 023 791

Student Learning Outcomes. Students' Survey Results on Advanced Education and Employment Benefits.
State Univ. of New York, Saratoga Springs. Empire State Coll.
PUB DATE- 84
NOTE- 45p.
AVAILABLE FROM- Office of Research and Evaluation, One Union Avenue, Empire State College, Saratoga Springs, NY 12866 (single copy $8.75; quantity price $7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Degrees (Academic); *Educational Benefits; Employment Potential; *Graduate Surveys; Higher Education; Masters Programs; *Outcomes of Education; Program Effectiveness; Vocational Followup
IDENTIFIERS- *State University of New York Empire State Coll

This report on student educational outcomes is based on 1982/83 surveys of 1978 through 1982 graduates of programs at the Genesee Valley Regional Center (n=135) and the Metropolitan Regional Center of the Empire State College (ESC) (n=144) of New York. The report reflects information concerning graduates' current employment circumstances, graduate school progress, outcomes from earning an ESC degree, and their feelings of the most important benefit gained from their ESC experience. Tables of data are provided showing graduate occupations, types and numbers of degrees awarded, graduate schools attended, academic fields studied, and the direct results of earning an ESC degree. Contains 9 references. (GLR)

ED 322 878 IR 014 483

Lowenstein, Ronnie B.
Organizing a Basic Skills Consortium: The Results of a Meeting.
CSR, Inc., Washington, DC. Center for Advanced Learning Systems.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC. Office of Strategic Planning and Policy Development.
PUB DATE- 29 Sep 89
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Adult Basic Education; *Agency Cooperation; *Basic Skills; *Consortia; *Information Dissemination; Material Development; Mission Statements; *Planning; *Program Development
A one-day meeting of leaders of basic skills organizations was held in order to create a consortium to promote the sharing of ideas and information, assist in the transfer of effective programs and materials, and encourage the joint development of new programs and products to train adults and youth in need. After familiarizing themselves with the issues by reading a summary report,

participants completed the following tasks: (1) derived a mission statement of the Basic Skills Consortium Through the States; (2) identified priority activities, including communicating the availability of and access to existing basic skills information, and evaluating programs and products; (3) discussed and reported on key issues such as capacity-building, product development and evaluation, information exchange, and organizational structure; and (4) proposed an action plan that would move the issues discussed by the consortium into an operational phase. A copy of the summary report is attached, as well as a listing of attendees, their addresses, and telephone numbers. (DB)

ED 322 893 IR 014 592

Talab, R. S.
Copyright and Instructional Technologies. A Guide to Fair Use and Permissions Procedures. Second Edition.
Association for Educational Communications and Technology, Washington, D.C.
REPORT NO.- ISBN-0-89240-058-7
PUB DATE- 89
NOTE- 51p.
AVAILABLE FROM- Association for Educational Communications and Technology, 1025 Vermont Avenue, NW, Suite 820, Washington, DC 20005.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Audiovisual Aids; Closed Circuit Television; *Computers; Facsimile Transmission; *Fair Use (Copyrights); Guidelines; Library Services; Optical Data Disks; Policy Formation; *Reprography; Telecommunications; *Videotape Recordings
IDENTIFIERS- *Copyright Act 1978; *License Agreements; Performance Rights (Music)

This document examines some of the questions concerning copyright law and the educational use of equipment that can easily duplicate, store, and transmit instructional materials. It is argued that a delicate balance must be achieved between protection for copyright holders and access for educational purposes to audiovisual works, music, computer technologies, and printed works. The discussion includes the following topics: (1) contract law; (2) videotaping, video rental, and closed-circuit television; (3) library reproduction; (4) computer software, database downloading, and telefacsimile (FAX); (5) licensing agreements; and (6) copyright policy development. Several illustrations of fair use of copyrighted materials are provided, as well as guidelines for classroom photocopying, software use, use of music, and recording broadcast programming for educational purposes. (DB)

ED 322 922 IR 053 241

Emery, Mark W.
The Responsibility of Librarians for Collecting and Making AIDS Materials Available.
PUB DATE- 89
NOTE- 18p.; Paper presented at the Annual Conference of the Utah Library Association (St. George, UT, February 15-17, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Libraries; *Acquired Immune Deficiency Syndrome; Health Education; *Health Materials; *Information Dissemination; Library Collection Development; *Library Role; *Public Libraries; Research Tools; *Social Attitudes; Social Problems; User Needs (Information)
This paper is a call for academic and public libraries to contemplate their role in meeting the Acquired Immune Deficiency Syndrome (AIDS) information needs of their patrons. Librarians are urged to consider the potential negative consequences of neglecting to provide up-to-date and representative collections of AIDS materials. It is suggested that optimum success in collecting and disseminating AIDS materials depends on the librarian's knowledge of the many facets of AIDS research and understanding the content of the medical, popular, and social science literature. Several bibliographic guides to articles and papers from the medical literature are recommended for providing access to patients on all aspects of the disease. Librarians are cautioned to exercise care when referring patrons to the popular press, which may contain inaccurate, redundant, or contradictory information, and to favor the most recent articles. A brief review of how AIDS has been perceived and portrayed by the popular press points out that, until 1984 when it obtained its own heading, AIDS was listed under "Homosexuality" in periodicals indexes. Libraries with strong social science collections, particularly in psychology, social work, medical sociology, and medical anthropology are encouraged to offer support to patrons undertaking social science research on AIDS, and two social science indexes are recommended as resources for psychosocial AIDS researchers. (57 references) (SD)

ED 322 948 JC 900 437

Selected Collective Bargaining Agreements of Nebraska Two-Year Colleges.
National Education Association, Washington, D.C.
PUB DATE- 89
NOTE- 100p.; Part of a collection of collective bargaining agreements compiled by the National Education Association. For a related document, see ED 294 607.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; College Governing Councils; Community Colleges; *Contracts; Employment Practices; *Faculty College Relationship; Faculty Promotion; Faculty Work Load; Fringe Benefits; Grievance Procedures; Insurance; Leaves of Absence; *Negotiation Agreements; Retirement Benefits; Salaries; Teacher Employment; Teacher Strikes; Two Year Colleges; Unions
IDENTIFIERS- National Education Association; *NEA Contracts; *Nebraska

This collection of collective bargaining agreements contains contracts between four Nebraska two-year institutions and their faculty. The first agreement is between the Area Board of the Metropolitan Technical Community College Area and the Metropolitan Technical Community College Educational Association, covering the period from 1989-90 to 1990-91. The second agreement is between the Central Community College Board of Governors and the Central Community College Education Association, covering the contract year 1988-89. The third agreement is between the Mid-Plains Technical Community College Area Board and the Mid-Plains Education Association, covering the period between 1989-90 and 1990-91. The final agreement is between the Southeast Community College Board of Governors and the Southeast Community College Faculty Association, covering the period between 1989-90 and 1990-91. With some variation in coverage and detail, the contracts set forth provisions related to grievance procedures, terms of employment, insurance, salaries, fringe benefits, and leaves of absence. (JMC)

ED 322 974 JC 900 474

Selected Collective Bargaining Agreements of Oregon Two-Year Colleges.
National Education Association, Washington, D.C.
PUB DATE- 89
NOTE- 342p.; Part of a collection of collective bargaining agreements compiled by the National Education Association. For other collective bargaining agreements of Oregon community colleges, see ED 294 610.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; *Employment Practices; Faculty Development; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; *Negotiation Agreements; Personnel Policy; Released Time; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Tenure; Two Year Colleges; Unions
IDENTIFIERS- *AFT Contracts; American Federation of Teachers; National Education Association; *NEA Contracts; Oregon

Collective bargaining agreements between the boards of trustees and faculty associations of six selected community colleges in Oregon are presented, representing contracts in effect in 1988 and 1989. Contracts for the following colleges are presented: (1) Portland Community College; (2) Central Oregon Community College; (3) Clackamas Community College; (4) Treasure Valley Community College; (5) Chemeketa Community College; and (6) Clatsop Community College. With variation among the agreements in terms of coverage and detail, the following topics are dealt with: bargaining agent recognition; association dues and rights; grievance procedures; faculty rights; compensation; paid and unpaid leaves of absence; probationary periods, laying off and termination of staff; personnel files; copyrights and patents; tuition waiver; governance; retirement; salaries and fringe benefits; strikes and lockouts; workload; faculty and staff development; a savings clause; and duration, termination, and renewal of the agreement clauses. Salary schedules are included with some of the agreements. (JMC)

ED 322 987 PS 018 671

Salzinger, Suzanne; And Others
Peer Status, Behavioral Disturbance, and Family Background Factors in Child Physical Abuse.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- 6 Dec 89
NOTE- 26p.; Paper presented at the Annual Research Conference of the New York State Office of Mental Health (2nd, Albany, NY, December 6, 1989).
CONTRACT- CRC-MH-30906-10; NIMH-R01-MH38814
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- At Risk Persons; *Behavior Problems; *Child Abuse; Comparative Analysis; *Family Characteristics; *Intervention; Models; Mothers; Path Analysis; *Peer Relationship; Predictor Variables
IDENTIFIERS- Intergenerational Factors; *New York (New York); *Sociometric Status

Results of a study of physically abused elementary school children in the four urban boroughs of New York City are reported. The study recruited 106 families with a physically abused child between the ages of 8 and 12 years. A matched control sample was recruited from classmates. The abuse sample was highly representative of the New York City Register in terms of race and ethnic composition, and the abuse and control samples were demographically very well matched on a wide variety of characteristics. Data were derived from peer assessments in the classrooms, self-report, teachers, mothers or guardians, and records from Special Services for Children. Questions addressed were the following: (1) Are physically abused children more disturbed than other children? and (2) What family risk factors are associated with abuse? Findings indicated that, compared to controls, abused children show significantly more general distrubance over a wide range of behavior both at home and at school, show poorer social competence and adaptive functioning, are less preferred by other children, tend to display more aggressive behavior and less cooperative behavior to other children, and are not as discriminating in how they choose their friends. Partner abuse in the child's household significantly differentiated abusing and nonabusing families. A path model reveals two likely paths to child abuse, both of which involve substance abuse by the mother's parents and partner abuse. Concluding discussion focuses on issues of intervention. (RH)

ED 323 030 PS 019 044

Baine, David; Starr, Elizabeth
Generalization of Learning: An Essential Consideration in Early Childhood Education.
PUB DATE- Aug 90
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Early Childhood Education; Educational Practices; *Generalization; Guidelines; *Responses; *School Readiness; *Stimulus Generalization; Teacher Role; Teaching Methods
IDENTIFIERS- *Response Learning
This paper describes the nature of stimulus and response generalization and identifies a number of tasks related to generalization that are commonly taught in early childhood programs. Substantial research has demonstrated that stimulus generalization does not occur automatically and it can often be achieved only as a result of special programing. It is imperative that early childhood educators actively employ specialized techniques to enhance generalization of learning and assess the functional application of skills in commonly occurring conditions in natural environments. Response generalization is of particular concern in early childhood education, as a number of readiness, preacademic, prerequisite, and generic skill training tasks are commonly included in early childhood curricula. In terms of readiness, these skills are beneficial only if they undergo response generalization, that is, if they change the form in which they are performed in academic tasks or other functional activities in the natural environment. If response generalization does not occur, children who are taught generic readiness responses will not benefit from instruction. Since specialized techniques for enhancing response generalization have not been reported in the literature, the most efficient course would be to teach functional tasks in the form in which they must be performed in the natural environment. (RH)

ED 323 056 RC 017 705

Horn, Jerry G., Ed.; Havlicek, Barbara, Ed.
Rural and Small Schools: Excellence for All. Annual Rural and Small Schools Conference (10th, Manhattan, Kansas, October 24-25, 1988).
Kansas State Univ., Manhattan. Center for Rural Education and Small Schools.
PUB DATE- Oct 88
NOTE- 111p.
AVAILABLE FROM- Center for Rural Education and Small Schools, Bluemont Hall 124, Manhattan, KS 66506 ($12.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Abstracts; Elementary Secondary Education; Higher Education; *Rural Education; Rural Schools; *Science Education; *Small Schools; *Special Education

This document contains the full text of the conference keynote address and abstracts of conference papers. The keynote address--"Excellence in Rural Education: Our Heritage and Our Future," by Duane M. Nielsen--outlines: (1) demographic changes in rural America in the 1970s and 1980s; (2) the challenges facing rural education due to increasing educational demands and requirements and diminishing financial support; (3) issues of rural education needing further research and development; and (4) the activities of the U.S. Department of Education related to rural education. The section covering the general session contains 38 abstracts on such topics as school improvement, teaching methods, distance education, school community relationship, staff development, facilities construction and improvement, program development, computer or technology oriented programs, teacher and administrator turnover, and the strengths and problems of rural schools. The section covering science education contains 18 abstracts of papers on cooperative learning; teaching evolution; science education for elementary school students, out-of-school adults, preservice teachers, and nursing students; career guidance and counseling; science information networks; computer oriented programs; integrated activities; and student research. The section covering special education contains 12 abstracts of papers on gifted education, community based instruction, inservice teacher education, medical educational cooperation, program development, parent education, reading and writing instruction, and transition services. (SV)

ED 323 082 SE 051 101

Brodsky, Stanley M.
Staff Development To Improve Recruitment & Retention of Women & Minorities in Associate Degree Science & Engineering Technology Programs. Final Report.
City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.
REPORT NO.- CASE-07-89
PUB DATE- Oct 89
NOTE- 99p.
CONTRACT- 152-89-5143
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Associate Degrees; *College Science; Community Colleges; Engineering Education; Faculty Development; *Females; Higher Education; *Minority Groups; Recruitment; School Holding Power; Science Education; *Staff Development; *Student Recruitment; Technical Institutes; Two Year Colleges; Workshops

The problems of underrepresentation of women and minorities in science and engineering occupations are complex and variant. Many institutions have to learn how to attract more women and minority students to the hard sciences and technologies which are still relatively non-traditional areas for both groups. The project described in this document provided the participants with direct access to experts and information in these areas so that some of the successful retention techniques used at other institutions could be adapted within their own institution. Two separate full-day workshops, one on recruitment and the other on retention, were conducted for professional registrants from 15 regional colleges. Each event included morning sessions which featured a keynote address of national scope followed by a panel of experts. Summaries of the presentations are included in this report. The remaining time was devoted mainly to small group sessions with the presenters; this allowed for fruitful exchange with the speakers as well as the participants. Take-home kits of resources materials were separately assembled for each workshop and distributed to the registrants. A list of projects and programs at home colleges as reported by participants is included. Evaluation summaries of each workshop are provided. (Author/CW)

ED 322 727 FL 018 729

Giri, Ram Ashish
English and Nepali Monophthongs: A Comparison.
PUB DATE- 87
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Contrastive Linguistics;

*Distinctive Features (Language); *English (Second Language); Foreign Countries; *Nepali; *Phonology; *Pronunciation Instruction; Second Language Instruction; Uncommonly Taught Languages; *Vowels
IDENTIFIERS- *English (British)
British English and Nepali monophthongs (pure vowels) are analyzed and compared in terms of their distinctive features, and pedagogical implications for Nepali learners of English as a Second Language are discussed. First, the two vowel systems are outlined and described in terms of eight distinctive features: vowel height, backness, lip rounding, vocality, nasality, vowel length, periphery, and tensity. Distribution of the vowels in initial, medial, and final positions are charted in each language. Difficulties encountered by Nepali learners of English are enumerated, and suggestions for pronunciation instruction are made. Difficulties include inconsistent or non-correspondence of grapheme to phoneme in English, and problems in understanding the distinction between long and short vowels. Exercises and tests for pronunciation practice are offered, including comparison of minimal pairs, phoneme discrimination tests, identification of similar-sounding words, identification of different-sounding words, matching phonemes with words, dictation, contextual practice, games, spelling/pronunciation generalizations, oral repetition, identification of individual phonemes in a spoken or written word, identification of vowel/consonant sequences, and distinction between contrastive and complementary distribution. (MSE)

ED 322 741 FL 018 749

Bourque, Francine; And Others
Cadre conceptuel des programmes de francais au secondaire: lignes directrices. Immersion (Conceptual Framework for French Programs at the Secondary Level: Guidelines. Immersion).
Alberta Dept. of Education, Edmonton.

REPORT NO.- ISBN-0-7732-0277-3
PUB DATE- 89
NOTE- 47p.
LANGUAGE- French
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Foreign Countries; *French; *Immersion Programs; *Program Design; *Program Development; Secondary Education; *Second Language Programs; Teaching Methods
IDENTIFIERS- *Alberta

Conceptual guidelines for the design of new secondary school French second language programs are outlined, in response to the need for an instructional model to accommodate Alberta's increasing anglophone enrollment in French immersion programs. The first section chronicles the evolution of the concept of language and second language instructional approaches. Structural, formalist, functional, and communicative approaches are discussed. The second section describes and charts four basic pedagogical approaches: encyclopedic, student-centered, performance-based, and student-directed. In the third section, the student-centered communicative approach, selected as the basis for newly-developed French language programs, is discussed in greater detail, without focus on the approach's characteristics and the linguistic and sociocultural objectives in its application. A glossary and brief bibliography are appended. (MSE)

ED 322 834 HE 023 775

Schantz, Nancy B.; Brown, Patricia Q.
Trends in Racial/Ethnic Enrollment in Higher Education: Fall 1978 through Fall 1988. Survey Report.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-90-370
PUB DATE- Jun 90
NOTE- 37p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adults; *Enrollment; *Enrollment Trends; *Ethnic Groups; Higher Education; Institutional Characteristics; *Race; Racial Distribution; Student Characteristics; Trend Analysis; Young Adults
IDENTIFIERS- Current Population Survey; Higher Education General Information Survey; Integrated Postsecondary Education Data System
This report documents long-term trends in racial/ethnic enrollment in higher education and presents enrollment data for the fall of 1988. The first section presents overall enrollment trends for institutions of higher education by racial/ethnic categories and selected student and institutional characteristics, such as sex, level of study, type of institution, and control of institution. The data for 1978 through 1984 come from the Higher Education General Information System (HEGIS) fall enrollment survey; the data for 1986 and 1988 are based on the Integrated Postsecondary Education Data System (IPEDS) fall enrollment survey. The second section presents household-based statistics from the Current Population Survey. The information is used to derive a measure of college participation rates for 18- to 24-year-olds and 25- to 34-year-olds. The report also includes a technical appendix and a glossary. (JDD)

ED 322 961 JC 900 455

Focus on the 1990's: International Trade Opportunities for the Permian Basin.
Midland Coll., TX. Business and Economic Development Center.
SPONS. AGENCY- Permian Basin Private Industry Council, Midland, TX.

PUB DATE- Aug 90
NOTE- 34p.; Selected papers presented at the conference of the Midland College Business and Economic Development Center, "Business Expo 1990" (2nd, Midland, Texas, May 10, 1990). For a related document, see JC 900 428. Pages 6-7 contain light type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Business; *Business Administration; Business Education; Community Colleges; Economic Development; *Economics; Entrepreneurship; *Exports; Global Approach; Industry; *Information Sources; *International Trade; Legal Aid; Marketing; Merchandising; Seminars; State Aid
IDENTIFIERS- *Texas

Designed to highlight business opportunities of the 1990s as well as available educational programs relating to international business, this report contains six presentations from a 1990 conference on international trade hosted by Midland College (MC). The first article, "Texas in the Global Economy: Attitude and Opportunity," by John A. Adams, Jr., focuses on Texas entrepreneurs and how Texas compares with other states in terms of exporting. Next, "How To Succeed in a Globally Competitive Market Environment," by Lee Gordon, examines strategies which the Midland area might utilize to take advantage of international business opportunities as part of its overall economic development. "Where To Find International Trade Answers," by David L. Dillard, presents sources of information on international trade, including periodicals, reference materials, and on-line databases. In "How Can the State Help Pay for My Exports?" Eduardo Sosa describes the four services available to Texas exporters through the Texas Export Finance Office. "The International Freight Forwarder," by Delbert R. Henry, reviews important considerations in choosing an international freight forwarder and in undertaking successful transport. The final article, "When and Why Do I Need Legal Advice To Export?" by Lawrence Johnson, examines the legal side of exporting, including dealer legislation, foreign exchange regulations, property rights, and tax and duty issues. (JMC)

ED 323 017 PS 019 023

Gittler, Josephine; And Others
Adolescent Health Care Decision Making: The Law and Public Policy.
Carnegie Council on Adolescent Development, Washington, DC.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- Jun 90
NOTE- 166p.; Part of a series of working papers prepared for the U.S. Congress Office of Technology Assessment's Adolescent Health Project. For other papers in this series, see PS 019 024-029 and ED 302 619.
AVAILABLE FROM- Carnegie Council on Adolescent Development, 2400 N Street, NW, 6th Floor, Washington, DC 20037-1153 (free).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adolescents; *Child Health; Competence; Confidentiality; *Decision Making; Legal Responsibility; *Public Policy; Research Needs; State Legislation
IDENTIFIERS- *Parental Consent for Minors

A large and complicated body of law deals primarily with required parental involvement in health care decisions concerning adolescent children. Addressing that body of legislation, Part 1 of this two-part background paper focuses on a survey of laws requiring parental consent to health services for minors or parental notification of a minor's decision to obtain health services or receipt of health services. Part 1 furnishes an overview of laws allocating authority for adolescent health care decision making among adolescents, parents, health professionals, and the state. Other topics covered in Part 1 are the legal requirement of parental consent, exceptions to the parental consent requirement, confidentiality and parental notification, and the impact of parental consent and notification requirements. Part 2 reviews empirical studies regarding the competency of minors to make health care decisions and discusses the implications of these studies for the formulation of public policy with respect to the allocation of authority for adolescent health care decision making. Concluding discussion deals with the role of the federal government in public policy formulation and proposes a conceptual framework for policy formation. A total of 116 references are cited. A summary of core studies and ethical standards concerning minors' access to health services are appended. (RH)

ED 323 070 RC 017 728

Gundersen, Linda A.
Improving Attendance of Reservation Students by an Individualized Alternative School Which Emphasizes Native American Culture.
PUB DATE- Aug 86
NOTE- 42p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Culture; *American Indian Education; *Attendance; Attendance Patterns; *Cultural Education; *High Risk Students; Individualized Instruction; Nontraditional Education; *Reservation American Indians; Secondary Education; Small Schools; Student Improvement; *Truancy
This paper describes an American Indian reservation's alternative secondary school which was designed to improve high risk students' attendance, basic skills, and self-image in preparation for transition to the public high school. Students: (1) had been expelled from public or boarding school; (2) had been referred by a social service agency; (3) were released from the tribal detention center only to attend school; or (4) had been out of school for at least a year. The program attempted to address factors contributing to poor attendance: drug abuse, poor self-concept, non-compliance with the law, peer pressure, and low academic achievement. Attendance was strictly monitored. Persistent absenteeism was handled by home visits, family counseling, and, as a last resort, student detention. Native American culture was emphasized in the curriculum through field trips, student interviews with tribal leaders, student participation in a tribal mental health fair, coordination with existing youth programs, guest speakers from other tribes, and a "big brother and sister" program with the state university's Indian Students' Club. An individualized course of study was designed for each student, based on entrance tests and transcripts. Other significant aspects of the program were communications workshops, assertiveness training, and provisions for young mothers to bring their babies with them to school. In the first 10 weeks of school, students' attendance increased 33% over the previous year. This report contains 21 references and the contract between the public school district and the tribal government. (SV)

ED 322 699 EC 231 891

Foster, Susan; DeCaro, Patricia Mudgett
Mainstreaming Hearing-Impaired Students within a Postsecondary Educational Setting: An Ecological Model of Social Interaction.
National Technical Inst. for the Deaf, Rochester, N. Y.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 18 Apr 90
NOTE- 37p.; Paper presented at the Annual Conference of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College Housing; College Students; *Dormitories; *Ecological Factors; Environmental Influences; *Hearing Impairments; Higher Education; *Interaction Process Analysis; Interpersonal Competence; Mainstreaming; Models; *Peer Relationship; Social Behavior; Social Differences; Social Environment; *Social Integration; Social Life; Student Attitudes; Student Characteristics
IDENTIFIERS- Attitudes (toward Disabled)
Findings are presented from a study of social interactions between hearing-impaired and hearing college students living on one floor of a mainstreamed residence hall at the Rochester (New York) Institute of Technology, home of the National Technical Institute for the Deaf. Twelve ethnographic observations were completed, and interviews were conducted with 20 residents. An ecological model is offered for describing and explaining social interactions. Four individual characteristics emerged as significant in explaining the interactions: reasons for selecting a mainstream floor and perceived advantages of living on a mainstream floor; communication skill; knowledge of one another; and feelings and attitudes toward hearing-impaired/hearing people. Environmental characteristics are also considered, including the physical setting, policies and rules related to student housing, stability of the environment, and campus culture and organization. The paper concludes with a discussion of how such a model can be used to study and explain interaction between hearing-impaired and hearing people within other contexts, including family, elementary and secondary school, and work. (JDD)

ED 322 772 FL 018 788

Hagen, Anton M.; Munstermann, Henk
Functional Stability and Structural Levelling of Dialects: The Case of Maastricht.
PUB DATE- 89
NOTE- 17p.; In: York Papers in Linguistics 14; see FL 018 786.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Diachronic Linguistics; *Dialects; Dialect Studies; *Diglossia; Foreign Countries; *Language Maintenance; Language Research; *Language Role; Linguistic Theory
IDENTIFIERS- *Netherlands (Maastricht)
A study investigated dialect change in a southern Netherlands city, where the dialect spoken is distant from Dutch in phonology, morphology, and lexicon. The dialect is commonly spoken in the city of Maastricht, and is not restricted to one social class. Subjects were 64 native inhabitants of Maastricht from three generations: older (over 55 years), middle (30-45 years), and younger (15-20). The relative prestige of the local dialect and its function as a symbol of local or regional identity was assessed with two measures, including: matched-guise and Likert-type scale. Dialect maintenance and shift on a functional level were investigated in two domain questionnaires, one on reported use and one on subjective suitability of dialect use in a number of situations. Results indicate that the functional loss of the dialect is not keeping pace with the structural loss, with clear differences found between generations. It is suggested that different forces are acting on the two aspects of dialect loss, and that once structural loss has gone so far that the dialect is only a regional style of the standard language, the dialect may become socially marked and lose most of its functions. This language situation and that of other traditional Western European dialect areas are characterized as ambiglossia rather than diglossia. (MSE)

ED 322 789 FL 800 153

Posner, Burt; And Others
Report on Dual Literacy Programs for LEP Students.
New York City Board of Education, Brooklyn, N.Y. Div. of High Schools.
PUB DATE- 89
NOTE- 24p.; Best copy available; document contains filled type throughout.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education Programs; *English (Second Language); High Schools; Identification; *Limited English Speaking; *Literacy Education; *Native Language Instruction; Staff Development
IDENTIFIERS- Content Area Teaching
Given the increasing number of limited-English-proficient (LEP) students entering New York City high schools who have experienced limited or interrupted formal education, there is a growing need to identify such students and to develop programs that satisfy their unique educational requirements. This report makes recommendations for establishing special dual literacy programs that promote dual language literacy and academic achievement through different tracks in native language arts (NLA), English-as-a-Second-Language (ESL), and subject area classes. The process of identifying LEP students who are candidates for dual literacy programs is discussed, as well as essential programmatic considerations, the importance of providing comprehensive support services to students, and the need to develop school-based exit criteria for the transition of participating students into the regular bilingual education program. The need to institute procedures for training the staff and for choosing or modifying curriculum and instructional materials is examined. Finally, funding requirements and sources of outside assistance are reviewed. (JL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 322 819 HE 023 740

Blankson, Mary Lartey
Public Health Training: Meeting the Challenge of Health for All by Year 2000.
PUB DATE- 90
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; Curriculum Enrichment; *Developing Nations; *Health Personnel; Health Programs; Higher Education; International Education; *Public Health; Student Development
IDENTIFIERS- *Maternal and Child Health Services; *Schools of Public Health; Training Needs
The opportunities in U.S. Schools of Public Health for exposing students likely to work in developing countries to maternal and child health (MCH) issues are examined. The educational inadequacies resulting from too much specialization call for the development of a course which uses a comparative approach to MCH problems and solution strategies for developed and developing nations. Suggestions to improve (MCH) education in Schools of Public Health include: (1) institution of directed electives for an overview MCH course; or (2) institution of a required MCH course; (3) incorporation of relevant and emerging MCH issues in all core courses providing an avenue for MCH faculty to address these areas in the core curriculum; and (4) encouraging institutions to offer double majors combining MCH with other disciplines. It is felt that these strategies would give students not majoring in MCH more exposure to the MCH knowledge base and an incentive and opportunity to become better informed and more effective as advocates for women, infants, and children in their future careers. Contains 9 references. (GLR)

ED 322 863 HE 023 818

Cobelli, Janet Formicola; Muth, Rodney
Administrative Decision-Making Styles in Higher Education.
PUB DATE- Apr 90
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Deans; *Administrators; Admissions Officers; *College Administration; College Presidents; Deans; *Decision Making; Department Heads; Higher Education; *Individual Power; *Influences; Organizational Climate; Personality Traits; *Sex Differences; Student Financial Aid Officers
This study first reviews research on factors that influence the ways individuals make decisions, such as the size of an organization and its structure, the nature of the power coalitions within the organization, and certain traits such as risk-taking, self-concept, and gender. The study interviewed 33 administrators at varying levels within six institutions of higher education, including five presidents, five academic deans, six deans of students, six chairpersons, five directors or deans of admissions, and six directors of financial aid. Interview data are analyzed by administrator rank and by the two factors that seemed to most influence decisions: gender and power. Among the conclusions are the following: (1) organizational structure and size determined the way administrators made decisions and played their part in the decision process; (2) administrators relied on more than one source of information or support for their decisions; (3) administrators positively valued consultative decision-making; and (4) female administrators were perceived as being more nurturing, more attentive to detail, and more process-oriented than their male counterparts. Includes 26 references. (JDD)

ED 322 879 IR 014 486

Epstein, Kenneth; Hillegeist, Eleanor
The Role of Human Intelligence in Computer-Based Intelligent Tutoring Systems.
PUB DATE- 17 Apr 90
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Geometry; Higher Education; Learner Controlled Instruction; Microcomputers; *Programed Tutoring; Secondary Education; *Teacher Role
IDENTIFIERS- Apple Macintosh; *Geometry Proof Tutor; Intelligent Tutoring Systems
An Intelligent Tutoring System (ITS) consists of an expert problem-solving program in a subject domain, a tutoring model capable of remediation or primary instruction, and an assessment model that monitors student understanding. The Geometry Proof Tutor (GPT) is an ITS which was developed at Carnegie Mellon University and field tested in the Pittsburgh Public Schools. A version of the GPT for the Apple Macintosh microcomputer which was beta tested at Gallaudet University--and is still in use there in regular geometry classes--is a tutor rather than a primary instructor. It differs from the original GPT in that it does not contain a model of the domain of geometry and an expert geometry proof solver, and it restricts the students' explicit problem-solving to bottom up strategies. In this version, proofs developed by the original GPT are captured on a database and used by the MAC GPT in the form of expert solutions to which the system can refer. The following insights were gained during the test period: (1) since the teacher--rather than GPT--is responsible for teaching the fundamentals of geometry, the teacher's role is defined as providing necessary prerequisite knowledge; (2) the GPT provides effective guided practice for stronger students, which allows the teacher to work individually with those requiring more help; (3) teachers must facilitate the applications of new skills to different kinds of problems as the GPT cannot generalize outside of its own functions; and (4) although the GPT does not directly assess student performance, it has influenced the way teachers conduct student assessments, in particular, the level of detail now evident in student learning activities. While there remains a controversy over the role of humans in computer-assisted classrooms, it is concluded that the ITS will continue to offer teachers more freedom and creativity in their teaching as they begin to understand how they can subtly control the instructional environment to increase its effectiveness. (DB)

ED 322 908 IR 053 223

Dosa, Marta; And Others
From Informal Gatekeeper to Information Counselor: Emergence of a New Professional Role.
PUB DATE- 88
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Computer System Design; Developing Nations; *Emerging Occupations; Foreign Countries; *Futures (of Society); Informal Leadership; Information Scientists; *Information Transfer; *International Cooperation; Library Education; *Linking Agents; Professional Development; Users (Information)
IDENTIFIERS- *Gatekeeper Role; *Information Counselors; Intermediaries; Value Added Services

Borrowed from the literature of more than two decades ago--when it alluded to key communicators within organizations--the concept of "gatekeeper" is reintroduced in this report. The role of information counselors, who, like informal gatekeepers, take part in liaison activities, networking, advising, information filtering, transmitting, and repackaging, is described as being a type of professional gatekeeper, with current emphasis on adding value to user-oriented information systems and services. The transition to a new role within organizations is discussed, focusing on: trends that necessitate the new role, the shift of emphasis in systems design to user involvement, mastering the complexity of infrastructures, interfacing with special groups of users, and strengthening the process of evaluating information systems. Highlighted functions of the information counseling role include increasing the value and decreasing the cost of information products and services to users. Assessing information needs in developing countries, cross-national cooperation, and transborder data flow are key policy issues focused on. It is recommended that: (1) pilot research and demonstration projects be carried out to identify and test the information counseling model; (2) a job profile be formulated based on user demand inventories; (3) corresponding guidelines be constructed; (4) education and training requirements be developed; and (5) the results of such study be disseminated. (SD)

ED 322 936 JC 900 286

Kennedy, Tamyra; And Others
Support Staff Development: A Critical Link in Student Retention.
PUB DATE- 90
NOTE- 23p.; Paper presented at the Annual Convention of the Virginia Community College Association (7th, Roanoke, VA, October 12-14, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Cooperative Programs; *Intercollegiate Cooperation; *Professional Development; Professional Training; Program Development; Program Evaluation; *School Personnel; *Staff Development; Two Year Colleges; Workshops
Mountain Empire Community College (MECC), Southwest Virginia Community College (SVCC), Virginia Highlands Community College (VHCC), and Clinch Valley College (CVC), a four-year institution, participated in a cooperative professional development program to enrich their support staff and explore support staff dynamics. The colleges used the Noel/Levitz "Connections" Customer Service Training Program which focused on positive, effective customer relations at colleges. Workshops for MECC staff were conducted by a professional trainer, with representatives from SVCC and VHCC in attendance. After training was completed, participants were surveyed, and their responses indicated strong support for the program. The Connections program was conducted at SVCC by the research and development committee, with strong endorsement by the president, dean of instruction, and student services. Evaluation of the SVCC program underscored the value of the self-examination aspect of the program and the increased appreciation of their co-workers and students. Volunteers from the personnel office, academic support service, and counseling department were utilized by VHCC to present the program to support staff and administrators. Evaluation results included the following: (1) over one-half of the participants said that information provided to enhance understanding of customer relations and services was presented successfully; (2) most participants said they examined their own attitudes and performances more closely after the workshop; (3) most participants said that discussion with other staff members was the most valuable part of the experience; and (4) nearly all participants indicated that supervisors, other administrators, and faculty should be required to participate in such a workshop. Survey results and verbatim responses are attached. (WJT)

ED 323 003 PS 019 001

Sunnyside Unified School District Kindergarten Curriculum Guide. (Revised).
Sunnyside School District, Tucson, Ariz.
PUB DATE- Aug 89
NOTE- 453p.; Colored paper in many sections may affect print legibility.
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Education; Bilingual Education; *Classroom Environment; Classroom Techniques; Cognitive Development; Communication Skills; Curriculum Guides; *Elementary School Curriculum; Emotional Development; Individual Development; *Kindergarten; *Learning Activities; Outcomes of Education; Parent School Relationship; Perceptual Motor Learning; Physical Development; Primary Education; Program Evaluation; Resource Materials; Spanish Speaking; *Student Evaluation
IDENTIFIERS- Screening Procedures

The kindergarten program of Tucson, Arizona's Sunnyside Unified School District aims to provide young children with opportunities to develop strong oral language skills, basic problem-solving abilities, fine and gross motor skills, and feelings of confidence and joy as a learner. In its 10 major sections, this color-coded kindergarten curriculum guide provides: (1) articles and research on kindergarten issues; (2) information on the development of kindergarten children; (3) exit outcomes and essential skills delivered to kindergartners; (4) components of and materials related to cognitive, affective, and sensorimotor kindergarten curriculum areas; (5) descriptive materials on the kindergarten learning environment; (6) a discussion of classroom management, specifically schedules, grouping, and thematic units; (7) guidelines on communicating with parents; (8) materials for screening students and evaluating students and programs; (9) a format for looking at and talking about art; and (10) a statement of bilingual philosophy and related resource materials. (RH)

ED 323 044 RC 017 646

Lilley, Stephen; And Others
North Carolina Farm and Rural Life Study, 1988 Summary Report.
North Carolina State Univ., Raleigh. Agricultural Extension Service.
PUB DATE- Apr 90
NOTE- 28p.; Parts of this report were presented at the joint meeting of the North Central Sociological Association and Southern Sociological Society (Louisville, KY, March 21-25, 1990). This publication was jointly prepared by the North Carolina Agricultural Extension Service and the North Carolina Agricultural Research Service. Funding also provided by the North Carolina Agricultural Foundation.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Agricultural Production; *Agricultural Trends; *Economic Change; *Economic Factors; *Farmers; Farm Management; Health Conditions; *Income; Rural Extension; Sociocultural Patterns; Soil Conservation; State Surveys; Stress Variables
IDENTIFIERS- Drought; *North Carolina

This survey of North Carolina farmers focuses on the impact of important social changes and their interplay with ongoing changes in agriculture. It provides information for policymakers and education researchers to prepare for possible changes in the rural education system. State farmers were interviewed in 1987 and again in 1988. Of 883 people who completed the first of two telephone interviews, 158 had left agricultural production by the following year. Farmers were generally more optimistic about their future in 1988. Farm income averaged about 50% of total family income. Only 28% of the farmers reported that farming generated more than 80% of the family income. Farmers seemed to have been avoiding the risk of new commodities. Only 6% indicated starting new crop or livestock activities during the previous 2 years. About 40% of the farmers reported debts as of January 1988, with most owing less than $40,000. Most farmers did not report any severe economic hardships during 1987. Substantial differences existed among farmers and ex-farmers. Ex-farmers were slightly older, had small farms and lower incomes, and were more likely to be black or female. Only 36% of farmers reported having a land conservation plan. Farmers in the northeastern district reported the most serious drought losses.

Peanut and soybean producers reported more losses than producers of other commodities. Almost 80% reported they had not received any federal drought assistance. More than 40% of farm operators reported "very high" or "high" levels of stress. Eight of 10 farmers reported having "good" or "fair" health. Almost half of the farm operators reported that they could not read at a level they feel is adequate. Results suggest that 7-12% of the respondents were illiterate. (TES)

ED 322 713 FL 018 668

Dennett, Joann Temple
ESL Technical Writing: Process and Rhetorical Differences.
PUB DATE- 22 Mar 90
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (Chicago, IL, March 22, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; *Business English; *English (Second Language); Native Speakers; Prewriting; Revision (Written Composition); Second Language Instruction; Technical Writing; Writing (Composition); *Writing Research; *Writing Skills
IDENTIFIERS- *Writing as a Second Language
This paper discusses a study on the composing processes by which native Japanese, Japanese Americans, and native Americans write technical or business English. Results of the study revealed a specific preference by students for one of the three general phases of composing: pre-writing, writing, or rewriting. Although the process preference did not correlate with native language, it did correlate with measures of product quality: i.e., the texts of pre-writers had greater lexical cohesion, and those of rewriters had fewer grammatical and spelling errors. Native language did correlate strikingly with a major rhetorical difference in the products, a difference apparently related to differing rhetorical expectations that seem to be culturally defined. Three suggestions are provided for teachers of adult English-as-a-Second-Language (ESL) students, including: (1) encourage formal pre-writing, even to the extent of offering a question-and-answer template to the fledgling writer; (2) force an awareness of audience and purpose in the business or technical writing process of ESL students; (3) urge ESL writers to focus on rhetorical structure during their rewriting. (Author/GLR)

ED 322 728 FL 018 733

Burkhalter, Nancy
Second Language Writing Mistakes: Are They Cognitively or Developmentally Based?
PUB DATE- Mar 90
NOTE- 14p.; Paper presented at the Annual Meeting of the Second Language Research Forum (Eugene, OR, March 1-4, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *English (Second Language); *Error Analysis (Language); Learning Strategies; Learning Theories; *Rhetoric; Second Language Instruction; Second Language Learning; *Transfer of Training; Writing Processes; *Writing Skills
The argument is presented that good writing begins with adult inner speech that ignores audience and then gradually evolves into a form of communication adding the vital component of audience into its focus. It is suggested that when second language writers are not trained to go beyond the inner speech in their own language, they do not have the metaskills, which include the notion of audience, that greatly facilitate writing tasks in the target language. English-as-a-Second-Language (ESL) rhetorical errors, it is further argued, can then be attributed, at least in part, to underdeveloped writing skills in a student's native language. An investigation is made of both transfer and developmental rhetorical errors made by ESL students that suggests a shared responsibility between both sources. It is concluded, however, that while language transfer offers a useful method of analyzing some ESL rhetorical errors, it offers no theoretical underpinning on which to base methodology. (GLR)

ED 322 757 FL 018 768

McLeod, Nicki
What Teachers Cannot Do in Large Classes. Lancaster-Leeds Language Learning in Large Classes Research Project. Report No. 7.
Lancaster Univ. (England). Dept. of Linguistics and Modern English Language.; Leeds Univ. (England). School of Education
REPORT NO.- ISBN-1-872351-06-9
PUB DATE- 89
NOTE- 14p.
AVAILABLE FROM- Overseas Education Unit, School of Education, University of Leeds, Leeds LS2 9JT, United Kingdom (individual reports 0.50 pounds sterling, surface mail).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Techniques; *Class Size; College Instruction; Foreign Countries; Higher Education; Language Teachers; *Large Group Instruction; Questionnaires; *Second Language Instruction; Surveys; *Teacher Attitudes; Teacher Effectiveness; *Teacher Role
IDENTIFIERS- Africa; Japan; Nigeria
A survey of 113 college and university second language teachers in Japan, Nigeria, and other African countries gathered information on attitudes toward and concerns about teaching large classes. Responses to one question, "Large classes make it difficult to do what I would like to because...," were categorized into three groups: affective factors, effectiveness, and effort required. After problems with coding were overcome, analysis indicated that about 24% referred to affective factors concerning both teachers and students, 33% to effort required to teach, and 43% to instructional effectiveness. This suggests that while teachers find large classes unpleasant to work with and hard work, the most compelling reason for disliking the situation is the feeling that their teaching is not effective. Many responses acknowledged the differences among learners but also suggest that teachers do not recognize that students can take some responsibility for their own learning. Further research using the same question in other countries is under way. The entire questionnaire used is appended. (MSE)

ED 322 804 HE 023 452

Guthrie, Larry F.
External Evaluation of the California State University Summer Bridge and Intensive Learning Experience Programs: Second Year Annual Report.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- San Francisco State Univ., Calif.
PUB DATE- 31 Jul 87
NOTE- 102p.; For the final report, see HE 023 776.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Adjustment (to Environment); College Students; Enrollment; Higher Education; *Learning Readiness; Minority Groups; Program Effectiveness; *Student Development; Student Welfare; Study Skills; *Undergraduate Study

IDENTIFIERS- *San Francisco State University CA
In 1986, the Far West Laboratory for Educational Research and Development was contracted to conduct a comprehensive evaluation of the California State University's (CSU) Summer Bridge and Intensive Learning Experience (ILE) programs. These new remedial/developmental programs are designed to provide basic skills instruction, orientation, and advisement to entering CSU students who have a high potential for dropout or failure. This report presents interim data on students enrolled in 1985-86 or 1986-87, the first two years of the programs. The evaluation focuses on student retention, performance, and adjustment to university life; program coordination; and campus acceptance and support. The report provides student sampling data, program descriptions and courses, and the outcomes for Summer Bridge Students as well as a sample of the CSU Summer Bridge/ILE Student Survey used by Far West Laboratory in evaluating student adjustment to university life. The report suggests that the Summer Bridge and ILE programs are meeting with considerable success. Both programs are enrolling large numbers of underrepresented minority students; retention rates are impressive; and student academic progress is on a par with that of their peers. Summer Bridge students seem to be adjusting to university life far better as a result of the program. It is noted, however, that certain weaknesses do exist and that the true impact of the programs will require a more longitudinal look. Contains seven references. (GLR)

ED 322 849 HE 023 792

FY 1988 Research Proposal and Award Activities by Predominantly Undergraduate Institutions. National Science Foundation Report 90-36.
National Science Foundation, Washington, D.C.
PUB DATE- Mar 90
NOTE- 41p.; For a related document, see HE 023 793.
AVAILABLE FROM- Forms and Publications Unit, Room 232, National Science Foundation, 1800 G St., N.W., Washington, DC 20550 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Grants; Higher Education; Racial Differences; Researchers; *Research Proposals; Research Universities; *Scientific Research; Sex Differences; *Undergraduate Study
IDENTIFIERS- *National Science Foundation

The study compared proposal and award data on investigators from predominantly undergraduate institutions (PUIs) with that of non-PUI institutions, called "research competitive universities" (RCUs). A total of 21,040 research proposals from academic institutions, which were competitively reviewed and decided in Fiscal Year 1988 by the National Science Foundation's (NSF) five disciplinary research directorates, were analyzed. Some proposals from PUIs were submitted directly to NSF standard disciplinary programs, while others were submitted via a special gateway called Research in Undergraduate Institutions (RUIs) and are noted as RUI proposals. The study was designed to see what similarities and differences existed among RUI, PUI-direct, and RCU proposals. Within these three groups, proposals were examined along institutional type and proposer characteristics (experience, race or ethnicity, and gender). Principal findings include: (1) 12% of the proposals were submitted by investigators from PUIs; 8% of all awards were made to PUI researchers, and they accounted for 5% of the funding awarded competitively; and (2) nearly one-third of awards for PUI-direct proposals and one-quarter of awards to RUI proposals went to researchers who had not submitted any proposals during the preceding 5 years. Detailed tables providing analyses by NSF Directorate, and in a few cases, Division, are appended. Includes two references. (JDD)

ED 322 894 IR 014 593

Interactive Radio Instruction. Confronting Crisis in Basic Education. A.I.D. Science and Technology in Development Series.
Agency for International Development (IDCA), Washington, DC.
PUB DATE- 90
NOTE- 97p.; In collaboration with Radio Learning Project, Education Development Center, Newton, MA, and the Academy for Educational Development and Friend Dialogues of North Carolina.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basic Skills; *Developing Nations; *Distance Education; *Educational Radio; Foreign Countries; *Instructional Design; Language Arts; Mathematics Instruction; Primary Education; *Program Evaluation; Student Centered Curriculum
IDENTIFIERS- Dominican Republic; Kenya; Nicaragua

Interactive Radio Instruction (IRI) is a powerful, innovative methodology for teaching that provides an instructional template for the improvement of primary education in developing nations. Due to the low cost of radio technology and the prevalence of its use in economically deprived areas, IRI has proved successful in addressing four issues in basic education: relevance, equity, access, and effectiveness. IRI provides its audience with high quality standardized instruction and successfully teaches literacy and numeracy to children marginalized by poverty and geographic isolation. The effectiveness of the model depends on its systematic instructional design, which incorporates: (1) intensive daily lessons in the core curriculum; (2) continuous interaction between the learner and the radio teacher or teachers; (3) immediate reinforcement or correction of student responses; (4) a segmented program format allowing repeated exposure to new topics; and (5) a system of formative and summative evaluation. The successful development and implementation of a radio mathematics curriculum in Nicaragua, and a radio language arts curriculum in Kenya and the Dominican Republic set the stage for further development of IRI programs in other countries. (44 references) (DB)

ED 322 923 IR 053 244

Miller, Ruth H.; Davis, H. Scott
Support Staff Involvement in Library Planning: A Staff Development Activity.
PUB DATE- 90
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Administrator Effectiveness; *Brainstorming; Evaluation Criteria; *Library Administration; Library Planning; *Library Technicians; Long Range Planning; *Morale; Organizational Objectives; *Participative Decision Making; Professional Development

In this report, the collective experience of non-professional support staff in academic libraries is suggested to be an invaluable--and often overlooked--human resource in long-range library planning. At Indiana State University Libraries, a special staff development activity was formulated to tap the creative energy of the library support staff as part of a library-wide effort to prepare the institution for the 1990s and the turn of the century. Relying primarily on the technique of small group brainstorming, the day-long activity resulted in many useful suggestions and observations that were helpful in charting the library's course for the future and acted as a morale booster for the staff. The report describes the planning, implementation, and evaluation of staff development activity. Actual planning and implementation documents are included, as well as the evaluation instrument and a brief summary of evaluation results. (SD)

ED 322 949 JC 900 438

Selected Collective Bargaining Agreements of Pennsylvania Two-Year Colleges.
National Education Association, Washington, D.C.
PUB DATE- 89
NOTE- 135p.; Part of a collection of collective bargaining agreements compiled by the National Education Association. For a related document, see ED 294 608.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; Contracts; *Faculty College Relationship; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; *Negotiation Agreements; *Personnel Policy; Teacher Dismissal; Teacher Salaries; Teaching Load; Tenure; Two Year Colleges; Unions
IDENTIFIERS- AFT Contracts; American Federation of Teachers; National Education Association; *NEA Contracts; *Pennsylvania
This collection of collective bargaining agreements contains one- to three-year contracts for four two-year institutions in Pennsylvania. The agreements are between the Board of Trustees of Reading Area Community College and the Federation of Reading Area Community College, Local 3137, American Federation of Teachers bargaining unit; between Lehigh County Community College and the college's Faculty Association, an affiliate of the National Education Association (NEA); between the Westmoreland County Community College (WCCC) Professional Association, an NEA affiliate, and WCCC; and between the Community College of Beaver County and the college's Society of the Faculty, an NEA affiliate. With some variation in terms of content and detail, the contracts set forth provisions related to promotion, tenure, salaries, fringe benefits, teaching load, personnel files, academic freedom and responsibility, grievance procedures, seniority, retrenchment, paid and unpaid leaves of absence, and management and faculty rights. (JMC)

ED 322 975 JC 900 475

Butte Community College Secondary/Postsecondary Articulation: The Partnership Concept, the Partnership in Action, and Highlights of the Partnership in Action.
Butte Coll., Oroville, CA.
PUB DATE- 90
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); College Bound Students; *College Preparation; *College School Cooperation; Community Colleges; High Schools; Program Development; Shared Resources and Services; Staff Development; Student Recruitment; Two Year Colleges

These three reports focus on various aspects of Butte Community College's (BCC's) partnerships with local high schools. In the first report, "The Partnership Concept," partnerships are described as formalized methods of cooperating with secondary schools and helping them be as successful with their students as possible, with the major underlying premise that if local secondary schools are successful, BCC is more apt to be successful in achieving its mission. After stating the mutually shared goals of BCC's Partnership Program, the 10 steps in the partnership process are delineated. The second report, "The Partnership in Action," describes activities conducted under the Partnership Program, including: (1) the Secondary Articulation Council; (2) college catalog and personnel directory distributed to high schools; (3) college classes taught on high school campuses; (4) new student orientation to college; (5) basic skills assessment on high school campuses; (6) facility and equipment sharing; (7) teaching exchanges; (8) joint staff development activities; (9) job shadowing; and (10) career planning workshops for high school teachers and counselors. Finally, "Highlights of the Partnership in Action" focuses on major activities undertaken during the 1989-90 school year, including counselor-to-counselor and faculty-to-faculty activities, course equivalence agreements, high school student visitations to BCC, transition to four-year college activities, student and parent surveys, and the mailing of a promotional brochure, "Consider College," to all high school seniors. (AYC)

ED 322 988 PS 018 823

Early Childhood Development. Policy Review.
United Nations Children's Fund, New York, N.Y.
PUB DATE- 7 Mar 84
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- At Risk Persons; Cognitive Development; *Developing Nations; *Developmental Programs; Emotional Development; Etiology; Global Approach; Identification; *Individual Development; Intervention; Program Administration; *Public Policy; *Social Action; Social Development; *Young Children
IDENTIFIERS- Policy Reviews; Program Characteristics; *Psychosocial Development; Risk Assessment

As a part of an effort to bolster the United Nations Children's Fund's (UNICEF) capacity to promote child development, this report examines the psychosocial development of the child. The intent is not to shift UNICEF's attention to the psychosocial elements of children's needs, but to help UNICEF to implement early childhood development efforts with adequate awareness of children's psychosocial needs. A brief background statement is accompanied by recommendations to the executive board. Subsequent chapters concern: (1) early childhood development in perspective; (2) child development projects in developing countries; and (3) policy and action implications. Chapter I discusses the problems of identifying children at risk of psychosocial deprivation, the causes and consequences of this deprivation, and the possibility of counteracting it. Chapter II reviews a range of projects which focus on early childhood development and draws conclusions about organizational aspects of programs. Chapter III discusses policy and action implications of conclusions presented in earlier chapters and offers general guidelines for UNICEF support of early childhood development activities. Appendixes provide an illustrative list of psychosocial stimulation activities for the young child and a table listing main problems of child development and responsive program emphases for different socioeconomic situations. (RH)

ED 323 031 PS 019 045

Whitebook, Marcy; And Others
Who Cares? Child Care Teachers and the Quality of Care in America. Final Report, National Child Care Staffing Study.
Child Care Employee Project, Berkeley, CA.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; Foundation for Child Development, New York, N.Y.
PUB DATE- 89
NOTE- 191p.; For Executive Summary, see PS 019 046.
AVAILABLE FROM- Child Care Employee Project, 6536 Telegraph Avenue, A201, Oakland, CA 94609 ($25.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Day Care Centers; Early Childhood Education; *Educational Quality; Family Characteristics; Interviews; National Surveys; Observation; Outcomes of Education; Personnel; *Predictor Variables; Tables (Data); *Teacher Characteristics; Urban Areas; *Wages; *Work Environment
IDENTIFIERS- Arizona (Phoenix); Georgia (Atlanta); Massachusetts (Boston); Michigan (Detroit); Washington (Seattle)

The National Child Care Staffing Study (NCCSS) was designed to explore how child care teaching staff and their working conditions affect the caliber of center-based child care. Four major policy questions were addressed: (1) Who teaches in America's child care centers? (2) What do they contribute to the quality of care provided? (3) Do centers that meet or fail to meet nationally established quality guidelines, that operate under different financial and legal auspices, and that serve families from different socioeconomic backgrounds also differ in the quality of care offered to children or the work environments offered to their staff? (4) How have center-based child care services changed from 1977 to 1988? Participants were 227 child care centers in 5 metropolitan areas: Atlanta (Georgia), Boston (Massachusetts), Detroit (Michigan), Phoenix (Arizona), and Seattle (Washington). Classroom observation and interviews with center directors and staff provided data on center characteristics and program quality, and on staff qualifications, commitment, and compensation. In Atlanta, child assessments were also conducted to examine the effects on children of such center and staff attributes as program quality and staff training. Part I of this report describes the purpose, goals, and design of the NCCSS. The six chapters of Part II concern child care teachers and the quality of care in America. Part III describes variations across centers. Part IV presents recommendations and a conclusion. Related materials, including 55 references and a glossary, are appended. (RH)

ED 323 057 RC 017 706

Sharing Educational Success: All Kids Can Be Winners. Report on the December 1989 Regional Conference Sponsored by the Southeastern Educational Improvement Laboratory.
Southeastern Educational Improvement Lab., Research Triangle Park, NC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 48p.
CONTRACT- 400-86-0007
AVAILABLE FROM- Southeastern Educational Improvement Laboratory, P.O. Box 12748, 200 Park Offices, Suite 200, Research Triangle Park, North Carolina 27709.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Change Strategies; Early Childhood Education; *Educational Improvement; Elementary Secondary Education; *Equal Education; *Improvement Programs; Rural Education; *Teacher Expectations of Students

Summaries of talks from this 3-day conference emphasize the potential of all students from any background to succeed in their education. One keynote speaker urges restructuring of educators' beliefs that many children cannot achieve at the level of a high school graduate. Speakers describe successful programs to encourage female school administrators, recruit minority teachers, and encourage local students to return as teachers to their hometown schools. Two administrators discuss site-based school management and participatory decision making. Other speakers describe public relations programs that foster two-way communications between citizens and schools, one including a computerized telephone message system. Cooperative learning systems that reward all students for their peers' success spread learning throughout a classroom. Other programs described include: (1) training physically handicapped students for physical fitness; (2) using modem communication for international collaborative writing; (3) integrating curricula; (4) establishing early childhood education; (5) training lead teachers, and (6) realigning math education. Speakers discuss school-based child care, parent education, parent involvement, family literacy, impaired school districts, school-based enterprise, dropout prevention, and writing programs for kids at risk. (DHP)

ED 323 083 SE 051 345

Jorde, Doris
The Primary Science Project in Norway: Action Research and Curriculum Development.
PUB DATE- 90
NOTE- 14p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (63rd, Atlanta, GA, April 8-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Educational Improvement; Elementary Education; *Elementary School Science; Females; *Foreign Countries; Males; Qualitative Research; Science Activities; Science Curriculum; Science Education; *Science Instruction; *Sex Differences; *Student Behavior; Teaching Methods
IDENTIFIERS- *Norway
This paper describes the Primary Science Project in Norway whose goals were to describe the primary (grades 1-6) science classroom and to make recommendations on improvements for primary science teaching. The purpose of this study was to study the classroom climate, specifically focusing on the social interactions between teachers and students. The lessons were coded by observers and videotaped to give multiple sources of data. Conclusions from the classroom observations were that boys at each class level receive more attention than girls; a small number of students answer the questions in a class discussion; when given the choice, students prefer to work in single-sex groups; girls appear to be more bothered by a noisy, unstructured class than are boys; boys begin activities more quickly than girls; boys are more likely to make up additional experiments when they have finished assignments; and girls are more likely than boys to finish written reports. Samples of curriculum written for this research are provided. Teaching strategies to improve this situation are suggested. (CW)

ED 322 742 FL 018 750

Lavallee, Marcel
Vocabulaire de l'education: anglais-francais. Edition provisoire (Education Terminology: English-French. Interim Edition).
Alberta Dept. of Education, Edmonton. Language Services Branch.
REPORT NO.- ISBN-0-7732-0228-5
PUB DATE- Mar 89
NOTE- 88p.
LANGUAGE- French; English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Curriculum Design; *French; Intercultural Communication; *Jargon; Languages for Special Purposes; Program Development; Second Language Programs; *Translation; *Vocabulary
IDENTIFIERS- *Alberta

Commonly-used terms in education are listed alphabetically in English with translations or corresponding terms in French. When appropriate, notes are provided for clarification or extension of the terms. The words and phrases pertain to all aspects of education, including instruction, administration, governance, and theory. The list of almost 900 terms is intended to aid in communication among English-speaking and French-speaking educators in Alberta. (MSE)

ED 322 835 HE 023 776

Guthrie, Larry F.; Guthrie, Grace Pung
Minority Retention and Achievement: Evaluation of the California State University Summer Bridge and Intensive Learning Experience Programs. Final Report.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- California State Univ., Long Beach. Office of the Chancellor.

PUB DATE- 15 Aug 88
NOTE- 155p.; Tables 3.2, 3.3, 3.5, 3.6, and 4.11 and appendixes A and C contain small, smudged type.
CONTRACT- 25850030
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Academic Advising; *Academic Persistence; Basic Skills; Compensatory Education; Counseling Services; *Developmental Programs; English Instruction; *Ethnic Groups; Higher Education; *High Risk Students; Mathematics Instruction; *Minority Groups; Orientation; Program Evaluation; *Remedial Programs; State Universities; Summer Programs
IDENTIFIERS- *California State University
This final report evaluates California State University's (CSU) Summer Bridge and Intensive Learning Experience (ILE) programs, which are remedial/developmental programs providing basic skills instruction, orientation, and advisement to entering CSU students at risk of dropping out. The underlying objective of both programs is to increase the enrollment and retention of underrepresented groups in the CSU system. The Summer Bridge program is a 3- to 6-week residential program for incoming students. The program provides instruction in English and mathematics, academic advising, counseling, and orientation to the university experience. The Intensive Learning Experience program offers remediation in English and mathematics via a full academic year of writing and/or math in small classes, along with academic advising. This final report summarizes findings from the first 3 years of the programs, focusing on student retention, performance, and adjustment to university life; program coordination; and campus acceptance and support. Highlights of the evaluation include the following: (1) both programs enrolled high percentages of underrepresented minorities, special admits, and underprepared students; (2) retention rates for Summer Bridge students were higher than those for students systemwide; and (3) retention of ILE students varied widely by campus program and ethnic group. (JDD)

ED 322 773 FL 018 789

Kerswill, Paul; Wright, Susan
On the Limits of Auditory Transcription: A Sociophonetic Approach.
PUB DATE- 89
NOTE- 27p.; In: York Papers in Linguistics 14; see FL 018 786.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Auditory Perception; Dialect Studies; Language Research; Linguistic Theory; *Phonetics; Sociolinguistics
IDENTIFIERS- *Transcription

A study examined what trained phoneticians do when they are presented with a transcription task to carry out without any knowledge of the dialect they are listening to and without any explicit phonological theory as a point of departure. The "best" tokens of three categories of potential assimilation (full, partial, and zero alveolar) were drawn from electropalatograms and recordings of sentences and recordings made by a linguistically naive speaker. These tokens were then transferred to a test tape and transcribed by 13 phoneticians, who provided a narrow transcription, lexical identification, and rating by category. Results suggest that identification of these tokens as alveolar or otherwise involves an extremely complex set of factors, including knowledge of the auditory effects of different tongue gestures, differential vowel quality and length in different consonantial contexts, and dialect-specific allophonic differences. The task of transcription is seen as an inherently ambiguous task at several levels, and transcription without any kind of theory is not recommended. (MSE)

ED 322 790 FL 800 192

Assessment of Adult Limited English Proficient Students: A Guide to Available Instruments.
Texas Education Agency, Austin. Div. of Adult and Community Education Programs.
PUB DATE- 90
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Education; *English (Second Language); Instructional Effectiveness; *Language Proficiency; *Language Tests; *Limited English Speaking; Measures (Individuals); Student Evaluation; Student Placement
IDENTIFIERS- *Texas

This guide briefly discusses the uses, strengths, and limitations of various assessment instruments in English-as-a-Second-Language (ESL) classes for adults. The types of instruments selected for discussion are limited to those that are used in Adult Education Cooperatives in Texas, or those that are readily available to those cooperatives. The guide is divided into three sections that are intended to provide access to assessment instruments according to students' general levels of proficiency, classroom situation, and title. Section 1 contains category headings for beginning, intermediate, and advanced levels, and a list of the most appropriate placement/assessment instrument(s) for each level. Section 2 briefly describes a number of real-life classroom situations and lists assessment/placement instruments that fit each situation, and section 3 provides a list of readily available assessment instruments, alphabetically by name, with a brief discussion of their uses, strengths, and limitations in adult ESL classes. (GLR)

ED 322 820 HE 023 741

Muntz, Palmer H.
Secularization of Church-Related Colleges or Universities: Willamette University: A Case Study.
PUB DATE- Dec 89
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Case Studies; Christianity; *Church Related Colleges; College Curriculum; Higher Education; History; *Institutional Characteristics; *Institutional Evaluation; Institutional Mission; Trend Analysis
IDENTIFIERS- Ringenberg (W C); *Secularism; *Willamette University OR Williamette University
, traditionally considered a church-related institution, was examined by comparing it with the definitions set forth by several authors as to what constitutes a church-related or Christian college and also comparing it with the seven steps that generally occur as a church-related college becomes secularized, as established by W. C. Ringenberg in 1984. Analysis of available information from the history of Willamette has led to the conclusion that the institution is secular as seen through Ringenberg's characteristics of secularization, yet Willamette is not deemed a good case study of Ringenberg's secularization model because (1) there was an early emphasis on non-sectarianism; (2) there has never been a recognized effort to secure a faculty that entirely professed the Christian faith; and (3) there has been an ebb and flow involving its mission declarations, the importance placed on the Bible and Christianity in the curriculum, and budget decisions related to Christian programming. Despite this mismatch, Ringenberg is felt to have provided a valuable checklist for those church-related colleges which are concerned about becoming increasingly secular in curriculum, lifestyle, and reputation. Contains 52 references. (GLR)

ED 322 864 HE 023 819

Gilbert, Melissa Kesler; And Others

The State of Assessment in Maryland: Responses from Postsecondary Institutions.
PUB DATE- 90
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *College Outcomes Assessment; Consortia; Cooperative Programs; Educational Trends; *Evaluation Methods; Higher Education; *Measurement Techniques; Postsecondary Education; *Program Development; Researchers; *School Effectiveness; Staff Role; State Programs; *Student Evaluation
IDENTIFIERS- *Maryland

This study describes the state of postsecondary assessment in Maryland, identifies cognitive or noncognitive areas assessed, investigates perceptions about the role of the institutional researcher in assessment activities, and analyzes information to guide the formation of an assessment consortium. The paper serves as a case study of the types of assessments that occur on postsecondary campuses where state mandates are planned but nonexistent. A survey of 57 individuals responsible for learning/outcomes assessment resulted in responses from 24 individuals. Findings suggest that a legislative mandate without funds or guidelines lacked the support required to ensure compliance by all public postsecondary institutions. Mandates required by external agencies were critical to the implementation of assessment in specific areas. Three-fourths of the respondents indicated that their institutions either had or were developing a student assessment program. Most institutions were planning to measure cognitive skills and general education, were distributing results that described institutional effectiveness and professional and technical programs, and were undecided about measuring liberal arts appreciation. Academic administrators and faculty were more likely to be initiators, implementors, and recipients of assessment results, while institutional researchers described their roles as advisors and/or providers of information. Includes 12 references. (JDD)

ED 322 909 IR 053 224

Bhullar, Pushpajit K., Ed.; Lawhorne, Anne R., Ed.
Library Skills.
Missouri Univ., Columbia. Library.
PUB DATE- 89
NOTE- 102p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Academic Libraries; Databases; Higher Education; Library Guides; *Library Instruction; Library Services; *Library Skills; Online Catalogs; Optical Data Disks; *Reference Materials; *Search Strategies; Student Research; Workbooks
IDENTIFIERS- Libraries of the Missouri Information Network

This guide is designed to acquaint students of the University of Missouri-Columbia with the facilities and resources of the Ellis Library, and is intended for students enrolled in Library Science 105: Library Skills. The guide is organized into sections dealing with search strategies and types of library materials. It opens with an orientation to the Ellis Library, featuring short descriptions of the library's main areas, floor plans, and a detailed map. Aspects of research strategy are outlined, and a flow chart further details the research process. Sections on library resources cover the following: (1) the card catalog; (2) Library of Congress Subject Headings; (3) searching the online catalog of the Libraries of the Missouri Information Network (LUMIN), which holds approximately 1.2 million bibliographic records; (4) Library of Congress and Dewey Decimal classification systems; (5) how to locate and borrow materials in the Ellis Library; (6) bound and online periodicals and newspaper indexes; (7) serials; (8) government documents; (9) microforms; (10) encyclopedias; (11) dictionaries; (12) biographical sources; (13) atlases; (14) almanacs and statistical records; and (15) books and film reviews, plot summaries, and pamphlets. (SD)

ED 322 962 JC 900 456

Skipper, P. K.
Diversification: Midland/Odessa Health & Retirement Endeavor.
Midland Coll., TX. Business and Economic Development Center.

SPONS. AGENCY- Texas Coll. and Univ. System, Austin. Coordinating Board.
PUB DATE- Jun 88
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Business Cycles; Change Strategies; *Community Development; Community Planning; Community Support; Community Surveys; *Economic Change; *Economic Climate; Economic Research; Local Issues; *Older Adults; *Retirement

In reaction to the economic risks associated with an over reliance on oil and gas exports, residents of the Midland/Odessa area of Texas began seeking diversification options for the local economy and, in 1986, formed the Midland/Odessa Health and Retirement Endeavor (MOHRE). This non-profit corporation was formed to examine the feasibility of attracting retirees to the Permian Basin and to determine the amount of public support for such a plan. Employing the tools of strategic market planning, in March 1987, MOHRE undertook a telephone survey of 613 Midland and Odessa adults. Findings of the survey included the following: (1) two-thirds of the respondents felt that retirees would benefit the Midland/Odessa area; (2) over three-fourths of the respondents not currently retired and nearly 90% of those over 55 years of age indicated that they would consider retiring to the area themselves; (3) 70% of all respondents indicated that they would recommend the area to friends or relatives; and (4) among the criteria indicated by respondents as most important to consider in choosing a retirement site were the cost of living, personal safety, health care facilities, affordable housing and churches. These site selection criteria were used to develop marketing strategies to draw retirees to the area which have included placing advertisements in national senior magazines, and sponsoring a senior prom and other activities. MOHRE also uses survey data to encourage local businesses to plan their product lines to respond to the needs of retirees. Maps showing responses by state to the nationally run advertisements are included. (GFW)

ED 323 004 PS 019 002

Strategy for Improved Nutrition of Children and Women in Developing Countries. A UNICEF Policy Review.
United Nations Children's Fund, New York, N.Y.
PUB DATE- Jun 90
NOTE- 35p.
AVAILABLE FROM- United Nations Children's Fund, 3 UN Plaza, New York, NY 10017 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Health; Children; *Developing Nations; Females; Global Approach; Guidelines; *Intervention; Long Range Planning; *Nutrition; *Organizational Objectives; *Social Action; Social Planning
IDENTIFIERS- *Operational Concepts; Strategic Planning

This United Nations Children's Fund (UNICEF) report proposes a strategy for reducing, and ultimately eliminating, malnutrition in developing countries. It proposes a methodology for the identification of appropriate actions in a given context through situation assessment and analysis, rather than through a predetermined set of technical interventions. A community-based monitoring system is the key to the assessment. Central to the methodology is a conceptual framework reflecting the multisectoral nature of malnutrition. The strategy is applicable at household, community, district, and national levels. Important strategy components include the promotion of breast feeding and attention to outreach and urbanization. Potentially important components, identified through analysis, are discussed in terms of whether they address immediate, underlying, or basic causes of malnutrition. A summary and introduction are followed by sections discussing: (1) the nature of the nutrition problem; (2) the development of a new nutrition strategy; (3) nutrition goals for the 1990s; (4) a strategy to achieve nutrition goals; (5) operationalization of the strategy; and (6) important components of a nutrition strategy. A concluding section provides the text of a UNICEF executive board decision reached in 1990. (RH)

ED 323 018 PS 019 024

Hamburg, Beatrix A.
Life Skills Training: Preventive Interventions for Young Adolescents. Report of the Life Skills Training Working Group.

Carnegie Council on Adolescent Development, Washington, DC.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- Apr 90
NOTE- 145p.; Part of a series of working papers prepared for the U.S. Congress Office of Technology Assessment's Adolescent Health Project. For other papers in this series, see PS 019 023-029 and ED 302 619.
AVAILABLE FROM- Carnegie Council on Adolescent Development, 2400 N Street, NW, 6th Floor, Washington, DC 20037-1153 (free).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Programs; Curriculum Development; *Daily Living Skills; *Elementary School Curriculum; Intermediate Grades; *Intervention; Junior High Schools; Junior High School Students; Middle Schools; Models; *Preadolescents; *Prevention; Program Evaluation; Program Implementation
IDENTIFIERS- *Conceptual Models
This report deals with essential life skills for young adolescents. At present, there is a need to formally and systematically teach middle and junior high school students life skills for surviving, living with others, and succeeding in a complex society. An introductory section is followed by a discussion of early adolescent development and life skills and core elements of life skills training. Attention is then given to: (1) school-based interventions, including interpersonal problem solving, social competence training, a drug and alcohol project, linked school and community programs, and the Midwestern Prevention Project; (2) community-based interventions, including Girls Clubs of America, the Summer Training and Education Program, and the Salvation Army; and (3) promising new conceptual models, including the School Development Program, a Rochester Schools experiment, community prevention of alcohol and tobacco use, the Violence Prevention Project, and research leading to an anticipated middle-school violence prevention curriculum. The next section discusses program implementation and evaluation. Concluding remarks focus on the need for dissemination of information about effective life skills training and recommendations for implementation of preventive programs in middle schools. Sixty references are cited. (RH)

ED 323 071 RC 017 729

Shapiro, Isaac; Greenstein, Robert
Fulfilling Work's Promise: Policies To Increase Incomes of the Rural Working Poor.
Center on Budget and Policy Priorities, Washington, DC.
SPONS. AGENCY- Aspen Inst., Durham, NH. Rural Economic Policy Program.; Ford Foundation, New York, N.Y.
PUB DATE- Feb 90
NOTE- 70p.; For related document, see ED 319 566.
AVAILABLE FROM- Publications Service, Center on Budget and Policy Priorities, 236 Massachusetts Ave., NE, Suite 305, Washington, DC 20002.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Employed Parents; Family Income; Low Income Groups; *Minimum Wage; *Poverty; Poverty Programs; *Public Policy; *Rural Population; *Tax Credits

Poverty is an important antecedent factor affecting education. One of the most striking characteristics of rural poverty is the extent to which the rural poor work. About 65% of poor nonmetro families have at least one worker, compared to 54% of poor metro families. This report focuses on federal and state policy reforms that would assure poor rural workers a reasonable return for their efforts. The federal earned income tax credit (EITC) assists low-income families that have earnings and a child living at home, and the credit is "refundable" for families whose credit exceeds its income tax liability. Current proposals would expand the EITC for families with several children or young children. An outreach program is needed to inform low-income working families that they must file a federal tax return to receive the EITC payment. Raising the minimum wage to $5.02 in 1991 would restore its value lost to inflation during the 1980s and would benefit a majority of poor workers. Other strategies to aid the nonmetro working poor are: (1) making the federal dependent care tax credit refundable; (2) removing working poor families from state income tax rolls or establishing state EITCs; (3) restoring unemployment insurance coverage, which has dropped sharply in recent years; (4) extending Medicaid coverage to children in poor working families; and (5) instituting outreach programs to inform poor working families of their eligibility for food stamps. (SV)

ED 322 700 EC 231 892

A Report of the Select Seminar on Special Education (Albany, New York, Rensselaerville, New York, December-March 1989). A View from the Inside.

Capital Area School Development Association, Albany, NY.; Greater Capital Region Teacher Center, Albany, NY.

PUB DATE- Jun 89
NOTE- 34p.
AVAILABLE FROM- Capital Area School Development Association, Husted 211, University at Albany, State University of New York, 135 Western Ave., Albany, NY 12222 ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Proceedings (021)
DESCRIPTORS- Community Involvement; Curriculum; *Delivery Systems; *Disabilities; Educational Change; *Educational Practices; Elementary Secondary Education; *Mainstreaming; Parent Participation; Parent Role; *Regular and Special Education Relationship; *Special Education

Observations and recommendations are presented from a seminar in which 25 practicing special educators (teachers, administrators, and specialists) from New York State meeting for 5 full days over a period of months participated. A section of general observations notes that the special education system has taken too much upon itself and has fostered too much parental dependence upon the system. This is followed by a section of general recommendations, which address the issues of mainstreaming, regular and special education cooperation, individualization, transition, and creation of a Student Services Team. Specific observations and recommendations are then made on the issues of students, curriculum, the Regent's Action Plan, related services, mainstreaming, personnel, parents, and the community. Examples of recommendations include: (1) regular and special education teachers and administrators must be held accountable for outcomes in special education; (2) staff development and planning time needs to be considered as an integral part of the professional role; (3) parents should have more control over the process of their child's education; (4) more community utilization of school facilities should be allowed; (5) peer tutoring should pair regular students with students with special needs; (6) college preparation of teachers should include student teaching experiences with students with special needs; (7) stronger team approaches are needed; and (8) self-concept curriculum should be integrated into special education programs. (JDD)

ED 322 714 FL 018 669

Bauder, Thomas A.; Milman, Jacquelyn
ESL Teaching and Learning Styles at the University of the Americas, Puebla, Mexico.
PUB DATE- Mar 90
NOTE- 25p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (24th, San Francisco, CA, March 6-10, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cognitive Style; College Faculty; College Students; Comparative Analysis; *English (Second Language); Foreign Countries; Higher Education; Language Research; *Second Language Instruction; *Second Language Learning; Student Attitudes; Surveys; Teacher Attitudes; Teaching Styles
IDENTIFIERS- Preference Data; *University of the Americas (Mexico)
A summary is presented of research on learning and teaching styles in English as a Second Language, and of results of learning and teaching style preference surveys conducted at a Mexican university in 1989. The students surveyed demonstrated much more cognitive flexibility or willingness to learn through different cognitive modes than was expected. University of the Americas (UDLA) male teachers showed a strong preference for competitive teaching, but competitive learning styles were given the least preference by students. Neither UDLA students nor teachers showed a preference for impulsive learning or teaching. The majority of students felt they could learn well by employing any or all of the four perceptual modes: auditory, visual, kinesthetic, and tactile. It was concluded that: (1) style matching, while sometimes desirable, may be impractical on a large scale; (2) students could occasionally be grouped according to preferred learning styles; and (3) a special effort could be made to help students develop increased cognitive flexibility when they demonstrate that they are bound to only a few learning styles. Contains 28 references. (Author/GLR)

ED 322 729 FL 018 734

Laurier, Michel
What We Can Do with Computerized Adaptive Testing...and What We Cannot Do!
PUB DATE- Apr 90
NOTE- 18p.; Paper presented at the Annual Meeting of the Regional Language Center Seminar (Singapore, April 9-12, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; Foreign Countries; French; Item Banks; *Item Response Theory; Language Tests; *Scoring; Statistical Analysis; *Test Construction; Testing; Test Items; *Test Use

Computerized adaptive testing for langauge teaching and learning takes advantage of two properties of the computer: its number-crunching and multiple-branching capabilities. Adaptive testing has also been called tailored testing because it aims at presenting items that suit the student's competence and that are informative, using an item bank and an algorithm for selecting items. The most widely used theoretical framework for these components is item response theory, which allows for the measurement of the trait that corresponds to the subject's ability. Creation of the item bank includes planning, field testing, item analysis, calibration, and item inclusion. Test bank management requires additional features for updating, importing items, listing items, and obtaining item information. The item selection procedure estimates the examinee's ability after an answer and finds the next item that is most appropriate. Test administration involves gathering information about the examinee, a self-rating of general proficiency, and sub-tests using the item selection procedure. Results are available immediately, an advantage appreciated by examinees and administrators. The adaptive procedure allows for shorter tests, and the items are never too difficult or too easy. Limitations include the artificiality of the computer environment, restriction of answer type and test content, non-applicability for small-scale testing, the theoretical assumption of unidimensionality, and cost. (MSE)

ED 322 743 FL 018 751

Kresovich, Brant M.
Sentence Combining Activities for Japanese University Students.
PUB DATE- Dec 89
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; College Students; *English (Second Language); Foreign Countries; Higher Education; Second Language Instruction; *Sentence Combining; *Writing Exercises
IDENTIFIERS- *Japan; *Japanese People
Seven sentence combining activities designed to be stimulating and effective for college-level Japanese students of English as a Second Language are described. It is also demonstrated that a wide range of subjects can provide viable and engaging topics for the activities. The exercises include the following: (1) combining sentences provided into a smooth paragraph; (2) using connecting words, relative clauses, and prepositional phrases to join sentences fluently; (3) rewriting a passage in a better way; (4) putting sentences in order, connecting them smoothly, omitting unnecessary content, and adding needed information; (5) choosing a topic sentence and selecting and placing relevant sentences, using the student's own ideas or examples; (6) constructing a well-ordered paragraph from given sentences, deleting information as needed and comparing, contrasting, and giving reasons and examples; and (7) combining sets of sentences into paragraphs. The seven activities progress from highly signalled, mechanical exercises to less signalled, more open activities. The exercises seek to replicate the use of grammar during the composing process and to aid Japanese students in developing their own intuitions

about English grammar; they also give practice in the rhetoric of written English. Such activities are recommended for a supportive role in writing classes, not replacing other valuable activities such as intensive and extensive reading, free journal writing, and timed writing exercises. (MSE)

ED 322 850 HE 023 793

NSF's Research Experiences for Undergraduates (REU) Program: An Assessment of the First Three Years. National Science Foundation Report 90-58.
National Science Foundation, Washington, D.C.
PUB DATE- May 90
NOTE- 29p.; For a related document, see HE 023 792.
AVAILABLE FROM- Forms and Publications Unit, Room 232, National Science Foundation, 1800 G St., N.W., Washington, DC 20550 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Choice; Decision Making; Ethnic Groups; *Experiential Learning; *Graduate Study; Grants; Higher Education; Participant Satisfaction; Program Evaluation; Racial Differences; *Scientific Research; Sex Differences; Student Characteristics; *Student Experience; *Undergraduate Students
IDENTIFIERS- National Science Foundation

The purpose of the National Science Foundation's Research Experiences for Undergraduates (REU) program is to provide undergraduate students with hands-on research experiences. Two kinds of grants are provided: Sites, in which groups of students participate in various organized activities with several researchers; and Supplements, where one or more undergraduates participate in the ongoing research of investigators with active National Science Foundation awards. This report summarizes an evaluation of the first 3 years of the program, covering program history, student profiles in terms of gender and race/ethnicity, changes in students' educational and career plans, characteristics of site and supplement awards, student characteristics, achievement of awardee, and participant satisfaction. The program evaluation found that the program helped uncertain students to clarify their preferences regarding graduate school attendance, field of specialization, and career path; and the program bolstered the certainty of highly interested students about their initial decisions in these areas. Students' expected graduate school majors differed by gender and race/ethnicity. Graduate school majors did not change appreciably as a result of REU. Suggestions are offered for program improvements, and an appendix outlines the survey and sampling strategy. Includes two references. (JDD)

ED 322 895 IR 014 594

Yoder, Sharon Burrowes
Introduction to Programming in Logo Using LogoWriter. Revised Edition.
International Society for Technology in Education, Eugene, OR.
REPORT NO.- ISBN-0-924667-47-8
PUB DATE- 90
NOTE- 154p.
AVAILABLE FROM- International Society for Technology in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403-9905 ($14.95 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Computer Graphics; Elementary Secondary Education; Microcomputers; *Programing; Programing Languages; *Word Processing
IDENTIFIERS- ExperLOGO; *LOGO Programing Language; Turtle Graphics
This book is designed to teach LogoWriter, a programming language. Each of the 41 small chapters focuses on a particular LogoWriter word or idea, and provides examples for practice and experimentation. Topics included are: (1) getting started with LogoWriter; (2) using repeat and label; (3) using color and random, shapes and stamp, fill and shade; (3) using text, mixing text and graphics, writing procedures; (4) cut, copy, and paste; (5) working with pages, Logo grammar, Logo arithmetic, printing; and (6) text manipulation, interactive programming, and designing programs. Ten appendices include key summaries, copies of keyboard stickers, and a quick reference card. (DB)

ED 322 924 IR 053 245

Jacobson, Trudie
Teaching Research Strategy to Undergraduates.
PUB DATE- 88
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Course Descriptions; Higher Education; *Library Instruction; Reference Materials; Research Design; *Research Skills; Search Strategies; *Student Research; *Teaching Methods; *Undergraduate Students
IDENTIFIERS- State University of New York Albany

After briefly tracing the development of modern bibliographic instruction since the 1870s, this report concentrates on the characteristics of bibliographic instruction in the past decade. It points out that the 1980s, dubbed the "second generation" of library instruction, saw an increased emphasis on preparing students to deal critically with the information they find, rather than simply helping them to find the information. Librarians are encouraged to help students to begin thinking critically by indicating biases and limitations in the works they consult and by showing them how to find reviews of books and journals. Librarians are urged to supplement focused teaching on a single subject at the reference desk with a structured, group approach to instruction. The "one-hour stand" approach is described as an easily implemented form of library instruction. This approach typically features multi-page bibliographies that cite appropriate books and indexes and library guides that explain the card catalog, decipher periodical index entries, and suggest means of designing a research strategy. Research methods classes, which are offered through certain courses as part of the course's requirement and in conjunction with particular assignments, are also discussed, and other types of instruction are briefly outlined. It is recommended that librarians and teachers work together to determine what would best satisfy students' needs. (7 references) (SD)

ED 322 937 JC 900 306

Applied Research Journal; Volume 1, Number 1, December 1986.
Philadelphia Community Coll., Pa.
PUB DATE- Dec 86
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Curriculum; Community Colleges; *Curriculum Development; English (Second Language); Evaluation Methods; *General Education; Teaching Methods; Two Year Colleges; Writing Improvement; *Writing Instruction; Writing Skills

Five articles by faculty members from the Community College of Philadelphia are presented in this journal issue. "Reconstructing the Academic Environment: A Proposal for the Revision of the General Studies Curriculum," by Martin B. Spear and Dennis McGrath, offers a conceptual foundation for decision making in curriculum development for general studies. "Reflections upon the Deliberative Process among Several Academic Administrators in Reconceptualizing the General Studies Curriculum," by William Baker, describes and assesses a major decision-making effort concerning the college's general studies program. "What Is the Vision That Guides the Curriculum Development in a Community College?" by Karen R. Schermerhorn, focuses on the relationship of faculty to curriculum, the influence of student choice on curriculum, and the challenge of overcoming environmental obstacles to the goal of faculty-directed curricular initiatives. "Using Readers' Assessment of Student Essays to Determine Improvement in Writing Abilities under Two Treatment Conditions," by Aram L. Terzian, provides an initial evaluation of a curricular redesign effort funded by the Ford Foundation. Finally, "Facilitating Input Comprehension for Second Language Development and Academic Achievement in Transitional College Courses for English-as-a-Second-Language Students," by Susana Sotillo, reports on research to identify effective instructional approaches for non-native speakers of English. (EJV)

ED 322 950 JC 900 440

Young, La Verne H.; And Others
Minority Leadership Development in Technical and Vocational Education for Community Colleges and Technical Institutes: An Imperative for the State of Texas. A Report of the Study.
Texas A and M Univ., College Station. Coll. of Education.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- Aug 90
NOTE- 202p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Affirmative Action; *Black Leadership; Community Colleges; Equal Opportunities (Jobs); Leadership Qualities; *Leadership Training; Management Development; *Minority Groups; *Professional Development; Racial Discrimination; Technical Institutes; Two Year Colleges

In 1988, the Minority Leadership Project was undertaken at Texas A and M to: (1) identify potential minority leaders within technical and vocational education and recruit them for leadership training; (2) identify methods to train participants; and (3) design a leadership training program to move identified individuals into positions of greater responsibility. Project activities included the formation of an advisory committee of minority leaders and the establishment of training institutes, seminars, academic internships, enrichment activities, a mentorship program, and a computer data bank listing the leadership skills of minority men and women interested in career opportunities in two-year colleges. In addition, two surveys of post-secondary administrators were conducted, focusing on minority leadership skills and the barriers to minority advancement in leadership positions. The administrators were also asked to nominate program participants and potential mentors. Respondents indicated that limited institutional commitment, lack of support networks, and the existence of discrimination were the primary obstacles to minority advancement. Based on results of the survey, a program design emerged and 36 individuals were nominated to participate in the program, whose key elements were a 2-day orientation, a 14-hour graduate credit program, and 4 weekend seminars. Thirty-three of the participants completed all components of the program. Formal and informal evaluation strategies were employed to assess program outcomes. In addition to a literature review and a comprehensive program description giving detailed survey responses, this report contains an extensive reference list and 12 appendixes which include a program evaluation report, summer institute agendas, seminar schedules, a managerial and roles profile instrument, a candidate application form and a set of program participants resumes. (PAA)

ED 322 989 PS 018 866

Employer-Supported Child Care in Ontario.
Ontario Ministry of Community and Social Services, Toronto.
PUB DATE- Jan 88
NOTE- 25p.; For a related bibliography, see PS 018 867.
AVAILABLE FROM- Ministry of Community and Social Services, 700 Bay Street, 9th Floor, Toronto, Ontario M5G 1Z6, Canada.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Child Caregivers; Educational Facilities; Employers; *Employer Supported Day Care; Fees; Foreign Countries; Profiles; Program Administration; Working Hours
IDENTIFIERS- Employer Role; *Ontario

Six case studies describing current employer-supported child care services in Ontario are presented. The studies describe the PLADEC Day Care Center of the Kingston Psychiatric Hospital, the day care center at the Chedoke-McMaster Hospitals in Hamilton, the Early Learning Centre at Durham College in Oshawa, the Hydrokids day care center at the Ontario Hydro Head Office, the Kent Kiddie Kollege of the Best Western Wheels Inn at Chatham, and the child care center at Optots of Optech Limited in North York. Programs are described in terms of the nature and functions of the employer institution, start-up procedures, facilities, licensed capacity, staff, parent fees, hours of operation, management, employer contributions, and contacts for further information. (RH)

ED 323 045 RC 017 648

Rodeheaver, Daniel G.; Rodeheaver, Denise P.
Rural Health Care Delivery and Nutrition Program Implementation: A Case Study from Highland Guatemala.
PUB DATE- 24 Mar 90
NOTE- 16p.; Paper presented at the joint meetings of the Southern Sociological Society and the North Central Sociological Association (Louisville, KY, March 21-25, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Clinics; Foreign Countries; *Health Education; *Health Facilities; Health Personnel; *Health Programs; *Health Services; *Nutrition; *Rural Areas
IDENTIFIERS- Guatemala
Between 1978 and 1980, qualitative and numerical data were collected in a health post facility located in Patzite, a rural village in highland Guatemala, in order to determine the effectiveness of rural health service delivery, including nutrition programs. Data were collected by: (1) interviews as to purposes and goals of general health care; (2) case descriptions of the types of programs implemented, and the day-to-day operations of a rural health facility; and (3) measurements of health and nutritional status of health care recipients. Certain programs such as immediate care, child vaccinations and food supplemental programs provided immediate benefits to recipients. However, these benefits were contingent upon the personal characteristics of health care services personnel. Other programs such as health and nutrition care education appeared to have more subtle and long-term positive effects. The Guatemalan health care system is "dendritic" or a centralized system. There is essentially no local control, input or involvement. On the other hand, little or no personnel and

resources are provided by the national government, resulting in inconsistencies, disrupted resources, and constantly changing personnel. (ALL)

ED 322 758 FL 018 769

Locastro, Virginia
Large Size Classes: The Situation in Japan. Lancaster-Leeds Language Learning in Large Classes Research Project Report No. 5.
Lancaster Univ. (England). Dept. of Linguistics and Modern English Language.; Leeds Univ. (England). School of Education
REPORT NO.- ISBN-1-872351-04-2
PUB DATE- 89
NOTE- 32p.
AVAILABLE FROM- Overseas Education Unit, School of Education, University of Leeds, Leeds LS2 9JT, United Kingdom (individual reports 0.50 pounds sterling, surface mail).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrative Policy; *Class Size; College Instruction; College Students; *Educational Policy; Foreign Countries; Higher Education; Language Teachers; *Large Group Instruction; Questionnaires; Secondary Education; *Second Language Instruction; *Student Attitudes; Surveys; *Teacher Attitudes

IDENTIFIERS- *Japan
Four surveys conducted in Japan investigated teacher and student attitudes about second language instruction in large classes. The first three surveys, conducted at a university and at secondary and university teacher seminars in three cities, elicited information concerning actual and preferred class size, institutional policies concerning class size, and perceived problems of teaching responsibilities relating to class size. The fourth survey asked university students about their experience with and attitudes toward class size. The "average large class size" experienced by most teachers was 45, over the size (39) at which problems are seen to arise and under the size (51) at which problems related to class size begin to occur. The average class size taught was 38, and the average smallest class was 24, with the ideal at 19. Teachers appear to frequently teach classes they consider too large, but never too small. Related research is limited. Most students had experienced classes of 40-59 students, some much larger. Students preferred classes of 11-20. Policy for maximum size is seen as related to institutional financial considerations, but the law recommends restriction to under 50 students, with 40 students as the goal. Problems teachers encounter with large classes are pedagogical, managerial, and affective. Further research is recommended. The questionnaires are appended. (MSE)

ED 322 805 HE 023 619

Biennial Report on Higher Education Performance (Discussion Item).
Indiana State Commission for Higher Education, Indianapolis.
PUB DATE- 10 Nov 89
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Economic Development; *Educational Assessment; Educational Equipment; *Educational Objectives; Educational Technology; Facility Improvement; Faculty Recruitment; *Higher Education; Part Time Faculty; Program Effectiveness; State Schools; *Statewide Planning; Student Financial Aid
IDENTIFIERS- *Indiana; Indiana Commission for Higher Education
This document, the 1987-89 statewide (Indiana) performance report,

addresses 14 objectives that the state, through its educational institutions, strived to achieve. The report is organized around the strategic directions adopted by the State Commission for Higher Education as part of its work plan for 1987-90. The objectives successfully achieved include: selectively attracting and retaining faculty with funds provided for that purpose, increasing the amount of computer time available for students, increasing the availability of off-campus programs, and increasing support for economic development. Three objectives were partially met: maintaining and upgrading facilities, increasing the use of contemporary technology, and improving minority participation. Seven objectives were not met in 1987-89; these were: reducing the age of instructional equipment, reducing reliance on part-time faculty, establishing measures of undergraduate program quality, establishing measures of graduate and professional program quality, demonstrating the effectiveness of remedial programs, increasing campus-based student financial aid, increasing assistance to local school corporations, and increasing the financial support obtained from non-state sources. A summarization of each of the 1987-89 performance objectives is appended. (GLR)

ED 322 880 IR 014 492

Beals, Diane E.
Computer Networks as a New Data Base.
PUB DATE- Apr 90
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teachers; College Faculty; *Computer Networks; *Electronic Mail; Higher Education; *Information Networks; Teacher Education
IDENTIFIERS- Beginning Teacher Computer Network
Communication via computer networks is becoming more common each day. The differences between computer-mediated communication and face-to-face communication fall into three categories: (1) temporal factors (asynchronous versus synchronous); (2) spatial factors (geographical context and distance); and (3) social factors (participants, their relationships, and their purposes). Transcripts from networks provide a rich new database for researchers as the transcripts of all communications may be easily

collected, and the medium demands that the communications be explicit. Current network transcript research includes a comparative analysis of a successful network versus an unsuccessful network, sociometric analysis of relationships among network members based on the number of messages sent and responded to, an exploration of the development of beginning teachers' theories about teaching, and research on the efficacy of the network as a training support mechanism. An example is provided by the Beginning Teacher Computer Network (BTCN), a small, interactive network dedicated to the support of teachers during their first year(s) in the classroom which has been in operation since 1987. Participants are graduates and faculty members of the teacher education program at Harvard Graduate School of Education (Massachusetts). A preliminary research analysis of 15 messages on BTCN shows a statistically significant, greater rate of message response to personal event narrative communications as opposed to the response given to more general description-oriented communications. References and sample messages are included. (DB)

ED 322 976 JC 900 478

Fideler, Elizabeth F., Ed.
The Educational Forum: A Journal of Teaching, Learning & Professional Development. Volume One, Fall 1990.
Massachusetts Bay Community Coll., Watertown.
REPORT NO.- ISSN-1051-7111
PUB DATE- 90
NOTE- 88p.
AVAILABLE FROM- Publisher, Educational Forum, Massachusetts Bay Community College Press, 50 Oakland St., Wellesley, MA 02181 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Andragogy; Basic Writing; *College Instruction; College Programs; College Role; *Community Colleges; Cooperation; Court Reporters; Cultural Awareness; English (Second Language); *Instructional Innovation; Peer Teaching; Poetry; Remedial Reading; Second Language Instruction; Shorthand; Two Year Colleges; Writing Across the Curriculum; *Writing Instruction; Writing Laboratories

This inaugural journal issue presents the perspectives of Massachusetts Bay Community College's faculty, administrators, and students on various aspects of community college education as practiced at the college. The journal contains the following articles: (1) "Adult Second Language Beginning Reading," by Ann Hilferty; (2) "Making Education a Dialectical Process: Application of the Writing Center Model to the Creation of a New Learning Environment," by Joseph Saling; (3) "My Sessions in Peer Tutoring," by David Sharifi; (4) "A Community of Teachers and Learners," by Susan Andrien; (5) "A Case for Collaborative Inquiry and Dissent," by Eleanor A. Smith; (6) "Developing a Passion(?) for Writing Accounting!" by Philippe L. Joyal; (7) "An Experiment in Right Writing," by Jennifer Hicks; (8) "Charting a 'Course' in the ESL Classroom," by Elaine Wilson; (9) "Collaborative Project Work and the ESL Lab," by Glenn Gabbard; (10) "A Little Light on Poetry from Hawthorne," by Harold White; (11) "Classroom Coexistence: Written and Oral Communication," by Cynthia Lawton; (12) "Confessions of a (Former) Remedial Lady," by Susan Andrien; (13) "Andragogy, Self-Directed Learning and Critical Thinking," by James E. Wright; (14) "Mock Depositions Benefit Everyone," by Elizabeth O. Bailey and Deborah A. Brodeur; (15) "Why Seek NSRA (National Shorthand Reporters Association) Approval?" by Ann M. Farrey-Hart; and (16) "Adventures in Culture Sharing: Promoting the Mission of the Community College," by Cynthia B. Butters. (JMC)

ED 323 032 PS 019 046

Whitebook, Marcy; And Others
Who Cares? Child Care Teachers and the Quality of Care in America. Executive Summary, National Child Care Staffing Study.
Child Care Employee Project, Berkeley, CA.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Foundation for Child Development, New York, N.Y.
PUB DATE- 89
NOTE- 25p.; For the final report, see PS 019 045.
AVAILABLE FROM- Child Care Employee Project, 6536 Telegraph Avenue, A201, Oakland, CA 94609 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Day Care Centers; Early Childhood Education; *Educational Quality; Family Characteristics; Interviews; National Surveys; Observation; Outcomes of Education; *Teacher Characteristics; Urban Areas; *Wages; *Work Environment
IDENTIFIERS- Arizona (Phoenix); Georgia (Atlanta); Massachusetts (Boston); Michigan (Detroit); Washington (Seattle)
This national study explored the effects of teachers and their working conditions on the caliber of center-based child care in the United States. Study goals were to: (1) compare center-based child care services in 1988 with those of 1977; (2) examine relations among child care staff characteristics, adult work environments, and quality of child care; and (3) investigate differences in child care quality, child care staff, and adult work environments in centers that varied with respect to standards, accreditation status, auspices, and families served. Participants were 227 centers in five metropolitan areas: Atlanta (Georgia), Boston (Massachusetts), Detroit (Michigan), Phoenix (Arizona), and Seattle (Washington). Classroom observations and interviews with center directors and staff provided data on center characteristics, program quality, and staff qualifications, commitment, and compensation. In addition, child assessments were conducted in Atlanta in an effort to examine effects of varying program and staff attributes on children. Results are reported and recommendations offered. It is concluded that the study raises serious concerns about the quality of services many American children receive. Findings also indicate how services can be improved if the necessary resources are devoted to accomplishing this. (RH)

ED 323 058 RC 017 708

Brandt, Edward N., Jr.
Medical Education Opportunities for Native American Students. Presentation to Association of American Indian Physicians.
PUB DATE- 89
NOTE- 9p.; Paper presented at the Annual Meeting of the Association of American Indian Physicians (Oklahoma City, OK, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Indian Education; *American Indians; Career Choice; Employment Opportunities; Health Needs; Higher Education; *Medical Education; *Physicians
This paper discusses the need for American Indians in the medical profession and urges Native American students to apply to medical school. In the United States 45% of the Indian population is less than 20 years old, compared to 32% of total population. Focusing attention on the health of Indian youth is important. The death rate for Indians is 1.4 times the national rate for ages 1-14 and 1.7 times the national rate for ages 15-24. Indian adolescents have higher "ever used" rates for alcohol and drugs than non-Indian youth. Stimulating Indian youth to attend medical school or other health professional schools is an important step to preserving the future. In the past 8-10 years, however, medical schools have experienced declining enrollment at a rate of 6% per year. Young people may be discouraged by the high tuition costs and length of time required to prepare for practice. It is important to convince students that medical education provides them with an opportunity for a lifetime of service to other people. Medical schools should recognize that the health needs of American Indians require a cadre of committed physicians who understand American Indian culture and the ways to accomplish health goals within that structure. Scientific and technological advances are proceeding at a staggering rate, and opportunities in the medical profession are greater than ever before. (SV)

ED 323 084 SE 051 532

Pirie, Susan; Kieren, Thomas
A Recursive Theory for the Mathematical Understanding--Some Elements and Implications.
PUB DATE- 90
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Artificial Intelligence; *Cognitive Development; Elementary School Mathematics; Elementary Secondary Education; *Learning Strategies; *Learning Theories; *Mathematical Concepts; Mathematics Education; *Models; Secondary School Mathematics
There has been considerable interest in mathematical understanding. Both those attempting to build, and those questioning the possibility of building intelligent artificial tutoring systems, struggle with the notions of mathematical understanding. The purpose of this essay is to show a transcendently recursive theory of mathematical understanding which is based on the consideration of understanding as a nonlinear process of growth. This theory of growth has a built-in dynamic of folding back to move out, but also shows understanding as an organizing process to entail action, perception of action, conception of percepts, conception of concepts, conception of forms (or classes) and logical explanation in an embedded manner. The theory and its elements, and the properties and applications of the theory are discussed. (CW)

ED 322 774 FL 018 790

Mar-Molinero, Clare
Current Language Planning and Policy in Catalonia.
PUB DATE- 89
NOTE- 14p.; In: York Papers in Linguistics 14; see FL 018 786.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Diachronic Linguistics; Foreign Countries; *Language Maintenance; *Language Planning; Language Research; *Language Role; Linguistic Theory; Mass Media; Multilingualism; *Official Languages; *Public Policy; Spanish; Uncommonly Taught Languages
IDENTIFIERS- *Catalan; *Spain (Catalonia)
The present status and position of the Catalan language are assessed, and the language planning activities being carried out in Catalonia to promote it are examined. The historical development of Catalan is outlined, and the current situation in Catalonia is described, focusing on its uses among immigrants and in modern mass communications. The likely future of Catalan is discussed, particularly in relation to Castilian Spanish. It is concluded that the immediate future of Catalan is promising, and that its survival as a family language is assured. Whether it acquires and sustains a status as a genuinely equal language with Castilian depends on the following: (1) whether the large non-Catalan population can be integrated into Catalonia and taught the language; (2) Catalan's effectiveness in competing with Castilian and other world languages; (3) and Spain's maintaining and developing its newly-defined character as a multilingual state. If Catalan is not to revert to being a language only of the family, it must be promoted as the sole official language of Catalonia, which would involve discriminatory policies and planning decisions that lead to unacceptable interventions in people's lives and the channeling of limited resources. (MSE)

ED 322 791 FL 800 201

Layered Instruction: Limited English Proficient Adults in a Multi-Level Classroom.
Texas Education Agency, Austin.

PUB DATE- 90
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Citizenship Education; Classroom Environment; Classroom Techniques; *Curriculum Design; Educational Needs; *English (Second Language); *Grouping (Instructional Purposes); High School Equivalency Programs; *Limited English Speaking; Literacy Education; *Multilevel Classes (Second Language Instruction); Teacher Expectations of Students; Voting

An instructional strategy designed to meet the needs of limited-English-proficient (LEP) adult students grouped heterogeneously in classes is presented. The approach is intended to assist in curriculum design and implementation in situations in which, because of limited student numbers, students in adult basic education, English as a Second Language (ESL), General Educational Development (GED), and pre-GED classes must be taught together in a single classroom. The strategy is also intended for students with the same home language. Layered instruction is the efficient introduction of new content or concepts to classes containing multiple ability groups. Students are classified by six LEP skill levels, and learning activities aimed specifically at the needs of each skill level group are introduced. Subsequently, each group works independently. The activities for each group are variations of the same activity with adjustments in language. The approach is most easily adapted for math, science, and social studies or citizenship education, but may also be used for English language arts. The guide discusses grouping of adult students, appropriate use of the method, principles and implementation of layered instruction, options for physical arrangement of students within a group, and teacher expectations. A sample lesson on voter registration is included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 322 821 HE 023 743

Kole, James P.
Programs for Higher Education: Regional Student Orientation Manual.
PUB DATE- May 87
NOTE- 123p.; For a related document, see HE 023 755.
LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - General (130)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Class Organization; Course Descriptions; Degree Requirements; *Doctoral Programs; Field Experience Programs; Graduate Students; Graduate Study; Guides; *Higher Education; *Orientation Materials; Postsecondary Education as a Field of Study; Practicums; *Resource Materials; School Orientation
IDENTIFIERS- *Field Based Programs; *Nova University FL
An orientation manual from Nova University of Florida is presented that is designed to introduce the regional student to the school's field-based doctoral program. The manual contains information on a chronological sequence of activities from admission to graduation including core seminar and specialization seminar syllabi, practicums, housing/transportation, intensive summer sessions, materials needed, and graduation requirements. Background information covering programs for the Higher Education Field-Based Ed.D. program; pointers about adults as learners; the external degree; and traditional and non-traditional tertiary education orientation programs is also provided. The manual's appendixes provide the new student with various forms and other information to help him/her adjust to the new surroundings and obtain all the necessary materials. Information includes instructions for registration and payment, a textbook order form, a sample practicum proposal and plan of action worksheet, a university map, and information on various support programs available to the student. (GLR)

ED 322 836 HE 023 777

Higher Education Opportunity Program, Annual Report--1988-89. HEOP Works!: Twenty Years of Service.
New York State Education Dept., Albany. Bureau of Higher Education Opportunity Programs.

PUB DATE- 1 Dec 89
NOTE- 102p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; College Programs; Compensatory Education; *Economically Disadvantaged; *Educationally Disadvantaged; *Educational Opportunities; Enrollment; *Ethnic Groups; Expenditures; Higher Education; *Minority Groups; Private Colleges; Program Effectiveness; *Remedial Programs; State Programs; Student Characteristics; Student Financial Aid
IDENTIFIERS- New York

This report reviews the activities of the Higher Education Opportunity Program (HEOP) for disadvantaged students at the independent colleges and universities of New York State. HEOP provides supportive services to eligible students, including pre-freshman summer work; remedial, developmental, and supportive courses; tutoring; and counseling. HEOP serves a diverse population which in the 1988-89 year included over 40% black students and almost 30% Hispanic students; HEOP's success rate, defined as those students who entered in 1984-85 and who graduated, or are within 1 or 2 semesters of graduating after 5 years, is 54.7%. The report discusses administration, eligibility, student profile, campus programs, student achievement, and program financing. Twenty-nine tables and nine figures document the distribution of expenditures, enrollment, student characteristics, number of students tutored and counseled, course completion rates, total program expenditures, cohort survival rates, and other statistics. Appendices provide data on student demographic characteristics, enrollment, per student expenditures, financial aid, and other elements. (JDD)

ED 322 865 HE 023 820

Summerville, Richard M.; Ridley, Dennis R.
Toward Establishing Salary Benchmarks for College and University Administrators.

PUB DATE- 15 May 90
NOTE- 25p.; Paper presented at the Annual Forum of the Association for Institutional Research (Louisville, KY, May 15, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; *College Administration; College Faculty; *Comparative Analysis; *Educational Equity (Finance); Higher Education; *Mathematical Formulas; Public Colleges; *Salaries; Statistical Analysis
IDENTIFIERS- *Virginia
To determine where given Virginia institutions of higher education stand in the aggregate regarding administrators' salaries among similar institutions, salary information provided by chief academic officers of eight senior public-supported institutions in Virginia for their administrative faculty was compared with data from other United States colleges and universities designated as "peers." Using conventions already being applied in Virginia to instructional faculty salaries, a methodology was developed which resulted in an easily analyzed and interpreted set of data to determine equity on the institution-wide level. The formula determines whether the aggregate appropriation for the Virginia institutions' positions is sufficient to support each of the positions at a given percentile of the salary amounts for corresponding positions at peer group institutions. Interpretation of the data found that appropriation amounts placed Virginia administrators between the 38th and 75th percentiles of corresponding positions at peer institutions. Includes one reference. (JDD)

ED 322 910 IR 053 226

A Study of the Feasibility of Merging the State Library and University Libraries. A Report to the Wyoming State Legislature.
Wyoming Univ., Laramie. Univ. Libraries.
PUB DATE- Oct 89
NOTE- 41p.; Study prepared by a committee appointed to study the feasibility of merging the state library with university libraries.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; Feasibility Studies; Federal Aid; Higher Education; *Library Cooperation; Library Facilities; Library Networks; *Library Role; Library Services; *Shared Library Resources; State Legislation; *State Libraries; State Programs; User Needs (Information)

A footnote to state legislation provided an opportunity to examine the extent to which joining Wyoming's libraries might better serve the needs of those who depend on library services. The footnote designated an appropriation of $20,000 to evaluate the feasibility of merging the state library and the university library by: (1) reviewing the space requirements of the state library and recommending approaches for reducing space requirements; (2) providing for the continuation of all state library functions at the current or enhanced levels; (3) determining the status of federal funding if a merger is accomplished; and (4) assessing the feasibility of transferring the location of the state library. The committee concluded that an independent state library is essential, but the current institution must undergo fundamental changes in its scope and role. Both a changed and strengthened state library and a major University of Wyoming library, working with other libraries in the state, are imperative. Through cooperative but separate leadership, strengthened networking, and more effective resource sharing, the two libraries can help to assure proper library development in Wyoming. Each has a separate mission; together they are complementary. (SD)

ED 322 938 JC 900 319

Pierce, Ken; Taylor, Alice
Introductory Remarks for Early Childhood Training: Future Needs.
PUB DATE- 28 May 90
NOTE- 10p.; Paper presented at the Annual Conference of the Association of Canadian Community Colleges (Charlottetown, Prince Edward Island, Canada, May 26-30, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Caregivers; Child Care Occupations; Community Colleges; Day Care; *Early Childhood Education; *Educational Needs; Foreign Countries; National Surveys; Postsecondary Education; Program Descriptions; *Teacher Education; Teacher Improvement; Training Methods; Two Year Colleges
IDENTIFIERS- *Canada
Given the number of Canadian children under the age of 12 and the number of licensed child care spaces available, Canada may need more than 200,000 early childhood educators to meet current potential child care needs. The number of community colleges in the country providing early childhood education training is insufficient to meet this need. An ideal national early childhood education training syster would provide high quality, comprehensive, transferable, mobile, up-to-date, specialized, accredited, affordable, and futuristic training. The current system includes one- and two-year programs at 111 community colleges, two- and four-year programs at 23 universities, several federally sponsored short-term programs, and private entrepreneurs offering early childhood training programs of various lengths through correspondence and career training schools. Four provinces have professional certification programs in place, and, in four others, certification is pending. This system has severe limitations, including insufficient licensed care, insufficient certified early childhood educators, insufficient training programs, little training opportunities outside of large urban areas, and no recognized standard of high quality training. Present training is often narrow and limited, and resources are outdated and overused. Improving the situation will require wide-scale support of the national child care council and heightened awareness nationwide of the importance of the issue. (WJT)

ED 322 963 JC 900 458

A Study of Fall 1980 Illinois Community College Freshmen Earning Baccalaureate Degrees from Illinois Public Universities, 1980-1988.
Illinois Community Coll. Board, Springfield.

PUB DATE- Sep 90
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Persistence; *Bachelors Degrees; *College Graduates; *College Transfer Students; Community Colleges; Followup Studies; State Surveys; Student Characteristics; Tables (Data); Two Year Colleges; *Two Year College Students; Universities; Vocational Education
IDENTIFIERS- *Illinois

A study was conducted of 66,581 students who initially enrolled in Illinois public community colleges in fall 1980 in either baccalaureate/transfer or occupational programs and who earned a baccalaureate degree from a public university in Illinois by 1989. The study did not include transfer students who did not earn a baccalaureate degree or students who transferred to a private or out-of-state senior institution. Major findings of the study included the following: (1) 10.4% of the students who initially enrolled in baccalaureate/transfer programs at a community college eventually earned degrees from public universities, compared to 3.4% of those who were initially enrolled in occupational programs; (2) full-time students had higher completion rates at the public universities than part-time students, males had higher rates than females, and students under 21 had higher rates than older students; (3) degree completion differed among racial/ethnic groups; (4) nearly 61% of the students who completed a baccalaureate degree did so within 5 years; and (5) baccalaureate completion rates for students of different community colleges varied from 15.2% to 1.2%. Detailed tables of study results are included. (JMC)

ED 323 005 PS 019 003

Leeper, J. D.; And Others
The Rural Alabama Pregnancy and Infant Health (RAPIH) Program.
PUB DATE- Nov 88
NOTE- 14p.; Paper presented at the Annual Meeting of the American Public Health Association (Boston, MA, November 13-17, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Family; *Child Health; Community Organizations; *Health Services; Home Visits; *Infants; *Pregnancy; Program Effectiveness; Program Evaluation; Program Improvement; *Rural Areas; Social Support Groups
IDENTIFIERS- *Alabama; *Maternal Health; Rural Alabama Pregnancy and Infant Health Program
The impact of the Rural Alabama Pregnancy and Infant Health (RAPIH) Program was evaluated in relation to prenatal care, birth outcome measures, and several child health and home environment outcomes. Begun in 1983, RAPIH targets poor rural blacks in three of west-central Alabama's poorest counties, where economic conditions and infant mortality are among the worst in the United States. Women who go to West Alabama Health Services' (WAHS) clinics in Greene and Hale Counties for prenatal care are invited to enroll in the RAPIH home visiting program. Other women are referred by their physicians or the Alabama Department of Human Resources. Home visitors are the special link between WAHS' health care providers and the community's mothers. Patients are enrolled during their pregnancy and visited through the first two years of the child's life for a total of 38 visits. The evaluation sample consisted of 204 mothers in four groups: WAHS visited, non-WAHS visited, WAHS nonvisited, and non-WAHS nonvisited. Data sources included interviews, prenatal medical records, hospital delivery records, and pediatric medical records. Quantitative data indicated some benefit due to home visiting, particularly regarding increased use of prenatal and pediatric care. Qualitative data offered insights into curriculum and focus of treatment, service providers, program participants, and program implementation. (RH)

ED 323 019 PS 019 025

Price, Richard H.; And Others
School and Community Support Programs That Enhance Adolescent Health and Education.
Carnegie Council on Adolescent Development, Washington, DC.
PUB DATE- Apr 90
NOTE- 65p.; Part of a series of working papers prepared for the U.S. Congress Office of Technology Assessment's Adolescent Health Project. For other papers in this series, see PS 019 023-029 and ED 302 619.
AVAILABLE FROM- Carnegie Council on Adolescent Development, 2400 N Street, NW, 6th Floor, Washington, DC 20037-1153 (free).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Child Health; Community Programs; Elementary Secondary Education; Family Involvement; *Health Education; Mentors; Outreach Programs; *Preadolescents; *Prevention; Research Needs; School Role; Social Networks; *Social Services
IDENTIFIERS- *Program Characteristics; School Based Clinics
This paper reviews social support programs designed to have a preventive impact on young adolescents. A review of supportive programs for reducing adolescents' risks of educational failure and poor health has identified a number of innovative school- and community-based support programs. School-based support programs are aimed at enhanced classroom participation, mobilization of parent and teacher support, encouragement of peer leadership, reorganization of the school environment to produce stable and supportive peer groups, and provision of school-linked clinics. Community-based support programs include youth organizations, youth participation in community projects, mentoring programs for inner-city youth, visiting nurse programs for pregnant adolescents, and special programs in black churches that are aimed at enhancing support to young adolescents and increasing their academic skills. An executive summary is followed by sections on: (1) adolescent transition and risk; (2) social support for adolescents; (3) ingredients of successful social support programs for adolescents; (4) supportive interventions for adolescents in the schools; (5) support from school-linked clinics; (6) community supports for adolescents; (7) personal support though mentoring; (8) personal support through outreach; and (9) directions for future research. A total of 58 references are cited. (RH)

ED 323 072 RC 017 730

Maggard, Sally Ward
Schooling, Work Experience, and Gender: The Social Reproduction of Poverty in Appalachia.
SPONS. AGENCY- American Association of Univ. Women, Washington, D.C.; Berea Coll., Ky.; Business and Professional Women's Foundation, Washington, D.C.; Kentucky Univ., Lexington.; West Virginia Univ., Morgantown. Regional Research Inst.
PUB DATE- 25 Mar 90
NOTE- 41p.; Paper presented at the Annual Meeting of the Southern Sociological Society (Louisville, KY, March 25, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Economic Factors; *Educational Experience; *Employed Women; Interviews; *Poverty; Poverty Areas; Rural Population; *Sex Bias; Sex Role; Social Influences; *Work Experience; Working Class
IDENTIFIERS- *Appalachia (Central); Kentucky (Harlan County); Kentucky (Pike County); Rural Women
Decades of government interventions, an improved infrastructure, and support for industrialization have not resolved problems of persistent poverty in central Appalachia. This paper investigates characteristics of poverty previously overlooked in development initiatives and poverty research. In particular, it demonstrates the role of gender in the social reproduction of poverty in Pike County and Harlan County, Kentucky. Data are drawn from structured interviews with 44 working class women active in two union organizing campaigns in the early 1970s. Analysis, based on qualitative data of lifetime experiences in market and non-market labor, experiences in public schools and manpower training programs, and the structure and operation of households, reveals that different work and school experiences are understood through a "gendered lens." Range of economic opportunity, severely restricted for both sexes in an economy dominated by coal mining, is further limited for females by a gendered division of labor that equates women's work with employment in low-wage occupations or with non-market marginalized labor. Further, female status in households and families often prevents women from acquiring skills and qualifications to compete in highly restricted labor markets. Gender and family structure intersect with rural labor market structure to place women at economic risk, and these structures contribute to persistent poverty in these counties. This report contains 23 references. (Author/SV)

ED 322 715 FL 018 670

Penston, Tony
Hiberno-English: A Call for a Standard Pronunciation in TEFL.
PUB DATE- Mar 90
NOTE- 19p.; Paper presented at the Annual Meeting of the International Association of the Teachers of English as a Foreign Language (24th, Dublin, Ireland, March 28, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *English (Second Language); Foreign Countries; *Language Standardization; Language Teachers; Native Language Instruction; *Phonetics; *Pronunciation; *Pronunciation Instruction; Questionnaires; Second Language Instruction; Social Dialects; *Standard Spoken Usage
IDENTIFIERS- *English (Irish); Ireland
The lack of a Hiberno-English phonetic system that teachers of English as a Foreign Language (TEFL) can refer to is addressed. Through the utilization of a questionnaire given to seven English as a Foreign Language (EFL) schools in Dublin, and two additional schools outside of Dublin, an attempt was made to measure the amount of interest in this subject. More than half of the teachers canvassed would have desired a greater phonetic input in their TEFL training course. (GLR)

ED 322 744 FL 018 752

Pearson, Bethyl
"Persuasion" in Chinese and English: Transfer at the Pragmatic Level?
PUB DATE- 27 Jan 90
NOTE- 32p.; Paper presented at the Annual Meeting of the Rocky Mountain Regional Teachers of English to Speakers of Other Languages (7th, Phoenix, AZ, January 25-27, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Contrastive Linguistics; Discourse Analysis; *English (Second Language); *Instructional Materials; Intercultural Communication; *Interlanguage; Language Patterns; *Mandarin Chinese; Native Speakers; *Persuasive Discourse; Pragmatics; Second Language Instruction; *Speech Acts; Transfer of Training; Uncommonly Taught Languages
By comparing the language performance of native speakers of Mandarin Chinese and English to English second language performance across similar speech events, a study suggests a methodology for discovering potential areas of pragmatic transfer. Subjects were 6 native American English speakers and 12 native Chinese-speakers, 6 using Chinese and 6 using English. Each language group was asked to discuss and come to agreement on aspects of a desert survival task. Collaborative interactions were transcribed and analyzed. Native English-speakers used much greater variety and complexity of conversational strategizing, revealed by analyzing contextualized language across the whole discourse event. This finding illustrates why more comprehensive models of language use in the classroom and in textbooks are needed. Students need to see more examples of situationally appropriate uses of politeness and to be shown how they can argue a point persuasively through use of supporting explanation and justification, repetitious persistence, and other speaking strategies. Future research could explore whether the comparative simplicity of the Chinese groups' behavior is a general pattern and whether related problems arise when Chinese- and English-speakers interact. (MSE)

ED 322 896 IR 014 595

Martin, Robert
Making the Computer Laboratory Accessible to Minorities.
PUB DATE- 6 Feb 90
NOTE- 16p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (70th, Las Vegas, NV, February 6, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Equal Education; *Females; Higher Education; High Schools; High School Students; *Minority Group Children; Preservice Teacher Education; *Use Studies
Research literature shows that current uses of computers in public school education are not reaching minority populations, and that females and ethnic minority students are less likely to have access to a computer at home. In addition, a study of computer use in the Learning Skills Center (LSC) at the University of Alabama supported the research finding that computer laboratories in schools are both supervised and used primarily by white males. A study of computer use in a small open-use computer laboratory in the Tuscaloosa Public Library showed that 63% of the children in a day camp program who checked out computer programs during free library time were male; the sample was not sufficiently racially diverse to make white/minority comparisons. Potential solutions to these problems include: (1) the hiring of minorities as computer instructors; (2) integration of computer applications courses into the regular secondary school curriculum; and (3) teacher training in computer use, teacher access to available software, and assistance for teachers who wish to modify the curriculum to incorporate computer use. (11 references) (DB)

ED 322 925 IR 053 247

Raitt, David I.
Evaluating CD-ROMs: An Observational Perspective.
PUB DATE- May 89
NOTE- 12p.; Paper presented at the National Online Meeting (New York, NY, May 9-11, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Software Development; *Computer Software Evaluation; Computer Software Selection; *Database Producers; *Evaluation Criteria; Information Retrieval; Marketing; Online Vendors; Technological Advancement; User Needs (Information)
Written from the viewpoint of an observer of the computer industry and a CD-ROM user, this report looks at CD-ROM evaluation guidelines; notes the performance of publishers; and comments on successful product design. It is contended that some software publishers are jumping on the CD-ROM bandwagon, and are guilty of: (1) putting "any old stuff" (literally) on CD-ROM; (2) rushing to put out CD-ROMs for the sake of being first; (3) putting an odd combination of information on CD-ROM; and (4) not paying suitable attention to user needs--i.e., not doing adequate market research, not giving sufficient thought to product design, not properly testing the product, requiring users to have unrealistic workstation configurations, and overpricing their products. An overview of product coverage and contents is then given, and the equipment necessary to run a CD-ROM system and problems associated with incompatibility are discussed. Qualities of specific software are also described, such as layout consistency, clarity of messages, compatibility, and ease of installation. The paper concludes by suggesting ways in which CD-ROM publishers can improve their marketing research and product design. (16 references) (SD)

ED 322 990 PS 018 867

Employer-Supported Child Care Bibliography.
Ontario Ministry of Community and Social Services, Toronto.
PUB DATE- Nov 87
NOTE- 22p.; For a related document, see PS 018 866.
AVAILABLE FROM- Ministry of Community and Social Services, 700 Bay Street, 9th Floor, Tononto, Ontario M5G 1Z6 Canada.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Bibliographies; Counseling; Day Care; Early Childhood Education; Employed Parents; *Employer Supported Day Care; Family Problems; Foreign Countries; Fringe Benefits; Parent Education; Program Development; Resources; Taxes; Unions
IDENTIFIERS- *Canada; Research Results; Sick Child Care; *United States

This bibliography was developed as a resource for those seeking information about the dilemma of balancing obligations to work and family and alternative approaches that provide support to parents in the workplace. It contains references to recent Canadian and American publications, including books, journal articles, and periodicals, and also to select older items. Citations are listed in 12 categories in the Canadian section and 10 categories in the American. The 100 references in the Canadian list concern work and family, child care issues, workplace initiatives, options for employer support, program resources, alternative work arrangements and schedules, leaves and benefits, union involvement, implications for taxes, research on effects on the workplace, research on needs assessment, and bibliographies. The 87 citations in the American list concern most of the same topics, and also cover counseling and parent education, and sick child care. (RH)

ED 323 046 RC 017 663

Helge, Doris
Rural "At-Risk" Students: Directions for Policy and Intervention.
PUB DATE- 89
NOTE- 17p.; In: Rural Special Education Quarterly. National Rural Development Institute, 1989. v10, n1.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Case Studies; Change Strategies; Community Role; Cultural Influences; Disabilities; Dropouts; Educational Change; Family Role; *High Risk Students; Poverty; *Rural Education; Secondary Education; Self Esteem; *Sociocultural Patterns; *Socioeconomic Influences; *Student Characteristics
This article includes excerpts from case studies of at-risk students. It discusses the basic conditions associated with being "at-risk," the high prevalence of at-risk students in rural areas, and the relationship of this phenomena to social structural changes, particularly in the rural United States. Necessary policy and social responses are proposed with suggestions as to how changes might be achieved within the context of a given rural community. School and community preventive and treatment services are detailed. The article discusses the need to address the "secondary" disability (the emotional overlay) of an at-risk handicapped student to facilitate effective intervention with the "primary" disability. The article concludes with a description of the need for systemic change including an emphasis on self-esteem education, appropriate preservice and inservice training, community-business-school partnerships, family involvement, and community education. This paper contains 16 references. (TES)

ED 323 085 SE 051 534

Real Routes: A Handbook for School-Based Mathematics Leaders.
Ohio Mathematics Education Leadership Council, Columbia Station.
PUB DATE- 89
NOTE- 63p.
AVAILABLE FROM- James Hassel, Box 433, Berea, OH 44017 ($3.00 plus $1.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Curriculum Development; *Department Heads; Departments; Educational Improvement; *Elementary School Mathematics; Elementary Secondary Education; *Instructional Leadership; Mathematics Curriculum; *Mathematics Education; Organizations (Groups); *Secondary School Mathematics; *Staff Development

This booklet is designed for leaders of mathematics programs in schools. These leaders may include department chairpersons, administrators, or experienced teachers. The purpose of the document is to help provide direction for these leaders in improving their mathematics programs. The following topics are discussed: (1) getting involved in mathematics programs and organizations; (2) department organization and functions; (3) support staff and administration; (4) publicity and communication; (5) being a school leader; (6) curriculum concerns; (7) finding funding; (8) leadership techniques; and (9) dealing with such things as, setbacks, support systems, and morale. Appendices include: addresses of resource organizations; comprehension questions for each chapter; and a brief annotated bibliography. (CW)

ED 322 701 EC 231 893

Rangel, Elizabeth S.
Handicapped Language Minority Students: Past, Present and Future.
PUB DATE- 4 Apr 86
NOTE- 34p.; Master's Research Paper, Georgetown University.
Appendixes A and D contain small/broken type. Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Bilingual Education; Court Litigation; *Disabilities; Educational Legislation; Elementary Secondary Education; *Limited English Speaking; Minority Groups; Non English Speaking; *Special Education; Student Evaluation; *Student Placement; Test Bias
IDENTIFIERS- *Bilingual Special Education
The paper provides a current and historical overview of the educational inequities suffered by handicapped language minority students and explores the future of bilingual special education. The review covers such areas as a pending court case, the lack of laws dealing specifically with bilingual special education, overrepresentation of language minority students in special education classes, the inappropriate use and interpretation of standardized tests with this population, litigation concerning discriminatory procedures for intelligence quotient testing, and

increasing underrepresentation in some areas of language minority children in programs for the mildly handicapped. A proposal is offered which advocates the use of bilingual special education to serve handicapped language minority students. Considered are myths (e.g., the bilingual child will suffer mental fatigue) and counter arguments (e.g., bilingualism may result in increased mental flexibility) concerning educational effects of bilingualism. Research is reviewed supporting the value of a bilingual approach with handicapped students, including the mentally retarded, and recent trends in government support for bilingual special education are noted. Appendixes provide supporting detail concerning student placement in special education, court cases, and research on the positive effects of bilingualism. Contains 50 references. (DB)

ED 322 730 FL 018 735

Giri, Ram Ashish
Demonstrative Reference in Nepali: An Introduction.
PUB DATE- 90
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classification; Foreign Countries; Form Classes (Languages); *Grammar; *Language Patterns; Language Research; Linguistic Theory; *Nepali; Uncommonly Taught Languages
IDENTIFIERS- *Referents (Linguistics)
The demonstratives in Napali are outlined, and their operation within the language system is analyzed. Demonstratives in Nepali are words used to refer to places, things, names, and activities. The reference may be endophoric (in which case the referents are in the text) or exophoric (in which case the referents are in the context or situation). If the reference is endophoric, it is termed anaphoric when the referent is in the preceding part of the text, or cataphoric when the referent is in the succeeding part of the text. There are two kinds of demonstratives in Nepali: nominal and circumstantial. Nominal demonstratives are further divided into far nominal and near nominal demonstratives. Similarly, circumstantial demonstratives can be further subdivided into spatial and temporal types, and spatial demonstratives can be locational or directional. (Author/MSE)

ED 322 759 FL 018 770

Coleman, Hywel
How Large Are Large Classes? Lancaster-Leeds Language Learning in Large Classes Research Project Report No. 4.
Lancaster Univ. (England). Dept. of Linguistics and Modern English Language.; Leeds Univ. (England). School of Education
REPORT NO.- ISBN-1-872351-03-4
PUB DATE- 89
NOTE- 64p.
AVAILABLE FROM- Overseas Education Unit, School of Education, University of Leeds, Leeds LS2 9JT, United Kingdom (individual reports 0.50 pounds sterling, surface mail).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Class Size; Comparative Education; *English (Second Language); Foreign Countries; Higher Education; International Education; Language Teachers; *Large Group Instruction; Secondary Education; *Second Language Instruction; Surveys; *Teacher Attitudes; *Teaching Experience
IDENTIFIERS- Great Britain; Greece; Indonesia; Japan; Jordan; Madagascar; Mali; Spain; Turkey
This report confirms anecdotal evidence that language teachers do find large classes to be problematic, collates data on class sizes in various parts of the world, and investigates the possibility of defining a large class, at least from the teachers' points of view. The first section is introductory. The second presents findings of a small-scale (n=46) investigation of the perceptions of native-speaking and non-native-speaking teachers of English as a Second Language (ESL) of the characteristics of large classes. The third section describes a larger study of ESL teachers' experiences with and perceptions of class size in Great Britain, Turkey, Indonesia, Madagascar, Mali, Japan, Greece, Jordan, and Spain. Section 4 discusses what the study tells about actual class sizes, and section 5 is a detailed analysis of the relationship between teachers' experiences and their perceptions of class size. It is concluded that class size varies across countries and probably across institution type. No evidence that teachers share a universal conception of ideal class size was found, but there appeared to be a positive correlation between the largest class regularly taught and both perceptions of an ideal class and perceptions of what a large class is. Further research is recommended. (MSE)

ED 322 806 HE 023 622

Condition of Indiana Higher Education: 1990 (Discussion Item).
Indiana State Commission for Higher Education, Indianapolis.
PUB DATE- 13 Oct 89
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Achievement Gains; *Educational Objectives; *Educational Resources; Enrollment Trends; *Higher Education; Postsecondary Education; Private Schools; Public Schools; State Colleges; State Universities; Statistical Data; Student Financial Aid; Vocational Schools
IDENTIFIERS- *Indiana; Indiana Commission for Higher Education

Intended to provide background information to anyone newly active in behalf of higher education in Indiana, the monograph describes the status of Indiana higher education as of 1989-90. The paper begins by summarizing the statutory authority of the various state entities having higher education responsibilities. A description is then provided of the varieties, sizes, and locations of Indiana's public and independent colleges and universities. The proprietary sector is also introduced and enrollment data (both fall and annual) are presented. The last section of the paper reviews the chief resources and accomplishments of Indiana's higher education system, taken as a whole. The discussion of the accomplishments describes participation rates, numbers of degrees conferred, and progress with respect to specific state-level performance objectives. An extensive appendix provides detailed statistical data in 17 tables and 11 graphs. (GLR)

ED 322 851 HE 023 794

NSF's Research Opportunities for Women Program: An Assessment of the First Three Years. National Science Foundation Report 90-13.
National Science Foundation, Washington, D.C.
PUB DATE- Jan 90
NOTE- 35p.
AVAILABLE FROM- Forms and Publications Unit, Room 232, National Science Foundation, 1800 G St., N.W., Washington, DC 20550 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Development; Engineers; Females; *Grants; Higher Education; Program Effectiveness; Program Evaluation; *Research Opportunities; *Research Proposals; *Scientific Research; Scientists; *Women Faculty
IDENTIFIERS- *National Science Foundation

This report summarizes a study of the effectiveness of the National Science Foundation's Research Opportunities for Women (ROW) program in encouraging female scientists and engineers to initiate research careers. Study findings are based on telephone interviews conducted with 657 ROW-eligible women: 255 who applied through the ROW program, 302 who applied through regular National Science Foundation (NSF) disciplinary programs, and 100 who had never applied. The program provides an alternative entry point for proposals to NSF from women seeking their first Federal research grant or from women whose research career has been interrupted for

2 of the previous 5 years. The report outlines the survey and sampling strategy and discusses results in terms of program attraction, impact of proposal decision, differences among applicant groups and nonapplicants, support from non-NSF sources, proposal preparation assistance, perceptions of ROW and NSF, career development, and suggestions for improving NSF support of female scientists and engineers. The study found that the program was successful in attracting women who had not previously submitted research proposals to NSF, and that ROW principally benefits young female researchers who are substantively ready to conduct sponsored research but relatively unsophisticated about the process of obtaining a Federal grant. An appendix contains a copy of the survey form. (JDD)

ED 322 881 IR 014 494

Hass, Jacqueline M.
The Discourse of Educational Computing and the Practice of Teaching.
PUB DATE- Apr 90
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy; *Concept Formation; *Discourse Analysis; Language Usage; Metalinguistics; *Power Structure; Structural Analysis (Linguistics); *Teacher Role; Teaching Methods; *Theory Practice Relationship

Although much has been written about the potential applications for computers in the classroom, instructional computing has not so far affected classrooms and teaching practice in the manner or to the degree in which it was foretold. An analysis of the discourse surrounding educational computing reveals conceptions of teaching and prescriptions for practice encoded within the language. For example: (1) computer education is elevated to the status of traditional subjects (reading, mathematics, social studies) and is supported by specialized administrative personnel; (2) in identifying instruction about and with computers as "computer literacy," technical knowledge becomes a form of literacy and represents a power agenda for reform and control; and (3) when the model for computer education elevates those teachers who use computers to positions on advisory committees and/or designates them as staff specialists, their practice is publicly acknowledged as more desirable and commendable. The discourse denies teachers the autonomy, recognition, and validity of their own self-interests, and may result in the role of teaching moving farther from a pedagogic and closer to a management model. (21 references) (DB)

ED 322 951 JC 900 441

Reeb, Richard H.
AB1725 and the Vanishing Human Being: How Pluralism Is Giving Way to Special Privilege in the California Community Colleges.
PUB DATE- 18 Nov 89
NOTE- 17p.; Paper presented at the Annual Convention of the California Association of Community Colleges (60th, Santa Clara, CA, November 17-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Affirmative Action; College Admission; *Community Colleges; Educational Change; *Educational Legislation; Ethnic Distribution; Faculty Integration; Females; Minority Groups; *Politics of Education; Quotas; *Reverse Discrimination; State Legislation; Two Year Colleges; Vocational Education
IDENTIFIERS- *Assembly Bill 1725 (California); *California
This paper argues against the affirmative action legislation contained in Assembly Bill (AB) 1725, putting forth the position that affirmative action policies in faculty hiring and student admissions represent de facto racial and gender discrimination. The paper criticizes the purely formal language of AB 1725, arguing that it blurs the distinctions between disciplines and that it seeks to make comprehensive such divergent themes as critical thinking and writing across the curriculum. Suggesting that colleges are dominated by the doctrine of moral and political relativism, which assumes that what is right or true is relative to the individual, and which thus makes colleges incapable of imposing any traditional or orthodox values on others, the paper argues that this professed indifference in fact masks a covert zeal for the spread of repressive egalitarianism. The conclusion calls for an end to affirmative action regulations and the establishment of color-blind policies in educational hiring and admissions as a true reflection of societies commitment to equal rights. (PAA)

ED 323 059 RC 017 712

Delgado-Gaitan, Concha
Involving Parents in the Schools: A Process of Empowerment.
PUB DATE- 25 Jan 90
NOTE- 55p.; Paper presented at the University of California Symposium on Race, Ethnicity, and Schooling (Davis, CA, January 25, 1990).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cultural Isolation; Elementary Education; Hispanic Americans; Lower Class Parents; *Mexican American Education; Parent Associations; *Parent Participation; *Parent School Relationship; Parent Teacher Cooperation; Power Structure
IDENTIFIERS- *California; *Empowerment
A 4-year ethnographic study in Carpinteria, California, examined the school district's parental involvement activities for their effectiveness with lower-class Spanish-speaking parents. Research at three elementary schools included observations of traditional activities, such as parent-teacher conferences and open house, and non-conventional activities, such as the Bilingual Preschool Parent Involvement Program, as well as interviews with parent participants and nonparticipants, teachers, and administrators. Conventional avenues to parent involvement were closed to many parents because of their lack of cultural knowledge about schools' norms. In contrast, some non-conventional activities encouraged parent participation by being culturally responsive to the families' experiences and need to learn about the schools and by including parents in decision making. As a result of their active participation, some Hispanic parents organized themselves into a group in order to become more knowledgeable about the school system and parental rights and responsibilities. The "Comite de Padres Latinos" group (COPLA) engaged in collective "critical reflection" that was central to the empowerment process. The parents' awareness of their shared experience became the basis for collective action as they sought to establish a network of systematic linkages between the school and parents. Three power-based conceptualizations of parent involvement are defined based on conventional, non-conventional, and COPLA activities in Carpinteria. This report contains 24 references. (SV)

ED 322 775 FL 018 791

Wilson, John
Constructive Beliefs and Political Reference.
PUB DATE- 89
NOTE- 17p.; In: York Papers in Linguistics 14; see FL 018 786.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Beliefs; *Identification (Psychology); Language Research; *Language Usage; Linguistic Theory; Politics; *Role Perception; *Self Concept
IDENTIFIERS- *Self Reference (Language)
The situation in which an individual refers not to himself but to his role (e.g., a dean says, "It is the responsibility of the Dean..." instead of "It is my responsibility...") is considered. It is argued that in some circumstances, when a speaker uses certain kinds of definite descriptions to refer to himself, he may be attempting to deter the hearer from attaching any beliefs or associations, connected to whoever or whatever is delimited by the definite description, to the speaker himself. How this is achieved is difficult to specify. Where the hearer is not motivated to seek a referentially specific entity, he may simply treat the description as generic or attributive and perceive any beliefs about the referring description in these terms, with the result that any conclusions or inferences are not bound to any designated individual. Although the analysis is based on one example from political commentary, the behavior is commonplace. Research on the occurrence of such situations, and on speaker interpretations, are seen as supporting this approach. (MSE)

ED 322 822 HE 023 745

Cho, Sunghee
Predictive Factors of Stress among International College Students.
PUB DATE- 88
NOTE- 22p.; Doctoral Dissertation, University of Missouri.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- Anxiety; *College Students; Correlation; Culture Conflict; Depression (Psychology); Emotional Adjustment; Foreign Student Advisers; *Foreign Students; Higher Education; *Predictor Variables; School Counseling; Stress Management; *Stress Variables; Student Adjustment; Student Alienation

A research study of 245 students from Korea, the Arab nations, and Nigeria was conducted to determine whether there are significant relationships between any of the three measures of the level of stress (anxiety, depression, and somatic complaints) among international college students. Variables analyzed in the study included English language proficiency; social interaction with Americans, co-nationals and other internationals; health;, financial conditions; nationality; length of stay; and marital status. Extensive use of questionnaires and follow-up phone calls revealed significant relationships between both anxiety and depression and English language proficiency and social interaction with Americans. Duration of stay was also found to be significant in determining overall stress levels; this was not found to be significantly different from marital status. In regard to anxiety the two best predictive variables were found to be social interactions with Americans and health conditions; it was concluded that frequent social interaction with Americans predicts a lower stress level and a poor heatlh condition is suggestive of a high stress level. It was also found that stress level becomes higher during the first and third year of stay in this country. Four recommendations were made to schools to help alleviate the stress and potential psychosomatic problems faced by international students on campus. Recommendations involved inter-cultural community activities, better information dissemination of counseling and stress management services, and the involvement of senior international students in informing new students of the services available. Contains 35 references. (GLR)

ED 322 837 HE 023 779

Distribution of High School Graduates and College-Going Rate: New York State, Fall 1989.
New York State Education Dept., Albany. Information Center on Education.
PUB DATE- 90
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Bound Students; College Freshmen; *Enrollment Rate; Higher Education; High School Graduates; Postsecondary Education; Private Schools; Public Schools; *Trend Analysis
IDENTIFIERS- *New York

Five tables present data concerning the distribution of 1988-89 high school graduates of New York State's public and nonpublic schools. The data were secured through the State Education Department's Basic Educational Data System and reflect the status of graduates in the fall of 1989. Table 1 presents trends in the college-going rate of New York public and nonpublic high school graduates from 1975 through 1989. Table 2 shows a 15-year trend of the college-going rate, within and outside New York State. Tables 3, 4, and 5 show, respectively, the distribution of 1988-89 high school graduates of public schools, nonpublic schools, and public/nonpublic schools combined. These tables are arranged by county within geographic region. (JDD)

ED 322 866 HE 023 821

Daigle, Stephen L.; Stock, William P.
Student Needs and Priorities Survey, California State University, Fresno, Spring 1989.
California State Univ., Fresno.
PUB DATE- 1 Jun 90
NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Advising; Academic Persistence; Career Choice; Citizen Participation; *Educational Practices; Evening Students; Higher Education; *Self Evaluation (Groups); State Universities; *Student Attitudes; Student Characteristics; Student Educational Objectives; Student Evaluation of Teacher Performance; *Student Needs
IDENTIFIERS- *California State University Fresno
The 1989 Student Needs and Priorities Survey (SNAPS) was administered on 18 of the 19 California State University (CSU) campuses to obtain a representative sample of student opinions and perceptions regarding important educational factors. This report supplements the systemwide report with a focus on the Fresno campus student population. Individual chapters cover: (1) the purpose of the survey, a brief overview of the CSU population, and background characteristics on students' personal lives and family backgrounds; (2) personal values, career objectives, and education priorities of students in the sample, with special emphasis on instruction, academic support, and student services; (3) student evaluations of campus instruction and support services; (4) relative influence of institutional barriers and personal problems on student retention; (5) needs and priorities of evening students; (6) needs and priorities of students enrolled at the CSUF/COS (California State University, Fresno/College of the Sequoias) Center; (7) analysis of student perceptions of their academic advising; (8) relationship between student perceptions captured by SNAPS and other available information; and (9) student participation in community service. A final chapter highlights the major findings of the study and makes recommendations. Appendices include a list of six references, a table of departmental affiliations of class sections sampled, and a copy of the survey form. (JDD)

ED 322 911 IR 053 227

Alabama Public Library Service Annual Report, 1989.
Alabama Public Library Service, Montgomery.
PUB DATE- 89

NOTE- 19p.; Photographs may not reproduce. For the 1988 annual report, see ED 311 920.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Organization; Annual Reports; Blindness; Federal Aid; Library Administration; *Library Planning; *Library Services; Library Statistics; *Library Technical Processes; Professional Continuing Education; *Program Effectiveness; *Public Libraries
IDENTIFIERS- *Alabama Public Library Service; Library Services and Construction Act

This annual report highlights the accomplishments of the Alabama Public Library Service (APLS) during 1989. Introductory materials include a map of Alabama's Congressional districts, photographs of the executive board of APLS, and comments from the chairman of the executive board and from APLS' director. The following accomplishments are then reported: (1) the reference department acquired a facsimile capability, and received approximately one-third of its requests via facsimile; (2) APLS resources grew with the addition of 6,307 book titles, 120 periodical titles, 12 videocassettes, 302 16mm films, 612 reels of microfilm, and 70,539 sheets of microfiche; (3) circulation of cassette titles increased and disc titles decreased for the Regional Library for the Blind and Physically Handicapped; (4) a poster designed for the 1989 Year of the Young Reader, carrying the slogan "READ, ALABAMA, READ," was awarded top honors by the American Library Association's Swap-N-Shop, and several other projects were initiated in support of the Year of the Young Reader; and (5) the Library Development staff presented 49 continuing education programs for librarians during the fiscal year. A chart summarizes monies awarded to public libraries and library systems under Titles II and III of the Library Services Construction Act, and a directory of APLS staff concludes the report. (SD)

ED 322 964 JC 900 459

Part-Time Faculty in Illinois Public Community Colleges.
Illinois Community Coll. Board, Springfield.
PUB DATE- Sep 90
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- *College Faculty; *Community Colleges; *Employment Patterns; Employment Practices; Faculty Workload; Full Time Equivalency; Full Time Faculty; Longitudinal Studies; National Norms; *Part Time Faculty; State Surveys; Tables (Data); *Teacher Characteristics; *Teacher Employment; Trend Analysis; Two Year Colleges
IDENTIFIERS- *Illinois

In 1990, a study was conducted of part-time faculty employed at Illinois public community colleges. Three types of analyses were used, each involving different data sources. Illinois Community College Board (ICCB) historical salary survey (1980-89) data were used to examine trends in the employment of part-time faculty. Fall 1989 ICCB faculty and staff data were analyzed to investigate the characteristics of current part- and full-time faculty. The American Association Community and Junior Colleges's (AACJC's) fall 1989 survey data were used to draw comparisons with other states. Study findings included the following: (1) the overall number of faculty decreased both in headcount (by 11.2%) and full-time equivalency (by 6.3%) in fall 1989 compared with the rest of the 1980s; (2) the number of part-time faculty experienced by 12.8%, compared to 7.2% for full-time faculty; (3) in the case of full-time equivalents (FTE), full-time faculty had a greater decrease (7.2%) than did part-time faculty (5.0%), indicating a trend toward a slightly greater reliance on part-time faculty for FTE positions; (4) during the 1980s, part-time instructors accounted for an average of 71.1% of the faculty headcount, but only 43% of the FTE devoted to instruction; (5) Illinois' usage of part-time faculty was slightly above that of the national average; (6) females and minorities were better represented among part-time faculty than full-time faculty; and (7) part-time faculty accounted for over 90% of the instructional staff in general studies, adult basic education, adult secondary education, and vocational skills. Appendixes and data tables provide detailed full- and part-time faculty statistics. (JMC)

ED 322 977 JC 900 479

Charles, Richard F., Ed.; Bartunek, Carol, Ed.
Community College Programs for the Older Adult Learner.
Foothill-De Anza Community Coll. District, Los Altos Hills, Calif.; League for Innovation in the Community Coll., Los Angeles, Calif.
PUB DATE- Apr 89
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ancillary School Services; *Community Colleges; Demography; Educational Innovation; Educational Planning; Enrollment Projections; Lifelong Learning; *Middle Aged Adults; *Older Adults; Part Time Faculty; *Profiles; Program Descriptions; School Surveys; Two Year Colleges

Recognizing the growing population of older learners and seeking to repond to this growing student pool, in January 1989 the League for Innovation in the Community College, in conjunction with the American Association of Retired Persons (AARP), conducted a survey of League member institutions in an effort to identify innovations developed for senior adult services and programs. The survey results included the following: (1) the majority of older adult programs come under what is called Community Services, Adult Education, or Short Courses; (2) most colleges conduct non-credit courses with fees between $25-$50 per class; (3) several colleges allow "audits" of regular courses with fees waived for those over 60; (4) 50% of the League schools say they have a special program and/or center for older adults at their college; (5) League schools involved in Older Adult Education employ many more part-time than full-time staff with more than 80% of those teaching classes for the older adult learner being part-timers; (6) 75% of the colleges surveyed offer non-credit classes to seniors; and (7) full-term courses are often taught to seniors for credit at off-campus sites. Following the summary of survey findings, the report provides individual descriptions of the adult centers and programs offered at 16 member institutions. Then, the report profiles 13 special program offerings, including older adult seminars and curriculum. Appended is a list of contact persons for all colleges and programs profiled. (GFW)

ED 322 991 PS 018 953

Social Studies for Early Childhood and Elementary School Children

Preparing for the 21st Century. A Report from NCSS Task Force on Early Childhood/Elementary Social Studies.

National Council for the Social Studies, Washington, D.C.
PUB DATE- Jun 88
NOTE- 9p.
AVAILABLE FROM- National Council for the Social Studies, 3501 Newark St., N.W., Washington, DC 20016 ($1.00; 15% discount on orders over 100 copies).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Definitions; *Early Childhood Education; *Educational Objectives; Elementary Education; *Elementary School Curriculum; Elementary School Students; Futures (of Society); *Instructional Design; Professional Development; *Social Studies; Teacher Education

This position paper discusses: (1) the definition, rationale, and goals for social studies in the early childhood and elementary years; (2) developmental characteristics that should be considered in the planning of a social studies program; (3) basic research on elementary social studies; (4) the status of social studies in the elementary school; and (5) preservice and inservice education for teachers of early childhood and elementary social studies. The paper also addresses such topics as the nature of problems encountered by young children as they enter school and the length of time social studies should be taught daily in the elementary school. A total of 58 references are cited. (RH)

ED 323 033 PS 019 048

Swick, Kevin J.; Parker, Margaret S.
Participation Patterns and Perceived Benefits of At-Risk Parents Involved in a Teacher-Parent Partnership Effort.
PUB DATE- 89
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *At Risk Persons; Classroom Research; Grade 1; *Home Visits; Inservice Teacher Education; Kindergarten; Low Income; *Parent Attitudes; *Parent Participation; *Parent Teacher Cooperation; Primary Education; Program Descriptions; Rural Schools; School Districts

IDENTIFIERS- *Program Characteristics; *South Carolina
The involvement of 61 at-risk parents in a teacher-parent partnership project which was implemented among families of kindergarteners and first graders in three poor, rural school districts in South Carolina was assessed. Core questions were: (1) What are the parents' participation levels and patterns of home and school learning? (2) What is the relationship between parents' involvement and their perceptions of how they benefited from involvement? Also explored were influences related to parental participation. Data was gathered by means of the Parent Participation Record, the Parent's Perception of Parent Involvement questionnaire, and anecdotal records. Findings concerning the first question indicated which school had the highest parent participation. Findings also showed that the fewest recorded parent participations occurred in October, the most in March. The average number of parent participations for the year was seven. Home visits and informal parent involvement were the activities in which the largest number of parents participated. There were significant differences between schools in levels of parent participation in conferences, participation in the classroom, home learning activities, and informal involvement. Data on the second question revealed five significant correlations between participation variables and parents' perceptions of the benefits of their involvement. (RH)

ED 323 086 SE 051 535

SAVE IT! Easy Environmental Tips To Save the Earth.
Corporation for Public Broadcasting, Washington, D.C.
PUB DATE- 90
NOTE- 21p.
AVAILABLE FROM- Custom Print, Inc., 2611 Shirlington Road, Arlington, VA 22206 ($2.00 each; $24.95/100).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Air Pollution; *Conservation (Environment); Conservation Education; Consumer Education; Energy Conservation; *Environmental Education; Land Use; *Natural Resources; *Pollution; Science Education; Wastes; Water Pollution

Everyone has the opportunity to make a difference in turning around the mounting environmental crisis. The purpose of this document is to outline choices a person can make and actions people can take to save the earth from continuing environmental deterioration. This booklet contains concise explanations of environmental problems and tips that individuals can follow every day. Topics include air and water pollution, land use, energy conservation, and consumer issues. A short quiz on solid waste disposal and a daily conservation checklist are included. (CW)

DOCUMENT RESUME

ED 323 087 SE 051 537

Gilford, Dorothy M., Ed.; Tenenbaum, Ellen, Ed.
Precollege Science and Mathematics Teachers--Monitoring Supply, Demand, and Quality.
National Academy of Sciences - National Research Council, Washington, DC. Commission on Behavioral and Social Sciences and Education.
SPONS. AGENCY- National Center for Educational Statistics (DHEW/OE), Washington, D.C.; National Science Foundation, Washington, D.C.
REPORT NO.- ISBN-0-309-04197-X
PUB DATE- 90
NOTE- 268p.
AVAILABLE FROM- National Academy Press, 2101 Constitution Avenue, NW, Washington, DC 20418 ($25.00 plus $2.00 shipping and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Databases; *Educational Trends; Elementary School Mathematics; Elementary School Science; Elementary Secondary Education; Employment Opportunities; *Labor Market; Mathematics Education; *Mathematics Teachers; National Surveys; Science Education; *Science Teachers; Secondary School Mathematics; Secondary School Science; Statistics; *Teacher Supply and Demand
The activities of an increasingly technological society call for greater command of science and mathematics at the precollege level than at any time in the past. Yet evidence from numerous studies indicates that the majority of U.S. citizens are not being equipped with the scientific and mathematical tools needed to participate in that technological society. Some studies point to an increased demand for science and mathematics teachers as well as an inadequate supply of qualified individuals to fill those positions. In this report, statistics on supply, demand, and quality as they pertain to science and mathematics teachers were evaluated and it was concluded that the available data are inadequate. The available data and model of labor market influences were evaluated and analyzed and it was found that there is a great diversity in labor market situations and in the actions taken by applicants and school systems to balance supply and demand. Chapter titles include: (1) "Determining Teacher Demand"; (2) "Determining Supply: Individual and District Activities"; (3) "Monitoring the Supply Pool of Science and Mathematics Teachers"; (4) "Statistics Related to the Quality of Science and Mathematics Teaching"; and (5) "Data Needs and Research Opportunities." Appendices include a list of panel activities, a list of national data sets on teacher supply and demand, availability of state data, a list of acronyms, and a set of biographical sketches of panel members. A list of over 400 references is provided. (CW)

DOCUMENT RESUME

ED 323 101 SE 051 555

Depenbusch, Joyce Harmon
Food for Wildlife. Teacher's Guide and Student Guide, Grade 2.
Kansas State Dept. of Wildlife and Parks, Pratt. Wildlife Education Service.
PUB DATE- 87
NOTE- 74p.; For related documents, see SE 051 553-559.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Conservation (Environment); *Elementary School Science; *Environmental Education; Grade 2; Instructional Materials; Interdisciplinary Approach; Natural Resources; Primary Education; Science Education; Science Materials; Teaching Guides; *Wildlife
IDENTIFIERS- *Habitats
"Food for Wildlife" is a part of a series of materials in the Wildlife Education Service for Kansas youth series. The goal of the program is to provide information about wildlife and to establish in children an awareness and appreciation of wildlife. A booklet for children and a teacher's guide are included. The booklet was written for second-grade children but can be easily adapted for other grades. The materials are designed for multidisciplinary use. The teacher's guide includes the following materials: (1) an introduction and foreword; (2) an opinionnaire about the materials; (3) a student award form; (4) ideas for classroom bulletin boards; (5) reproducible worksheets for students; (6) supplemental activities and approaches for language arts, science, art, industrial arts, mathematics, social studies, music, and physical education; and (7) appendices which list resources and references, and includes a glossary of terms used in teaching this topic. (CW)

DOCUMENT RESUME

ED 323 116 SE 051 576

Gee, Stephanie
Mathematics/Computer Integrated Curriculum, Grade 4.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- Aug 90
NOTE- 23p.; For related documents, see SE 051 573-578.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; *Course Content; Curriculum Design; Curriculum Development; Curriculum Guides; Educational Games; *Elementary School Mathematics; Geometry; *Grade 4; Instructional Materials; Intermediate Grades; *Learning Activities; Mathematics Curriculum; *Mathematics Education; Mathematics Skills; Puzzles; Teaching Guides
IDENTIFIERS- *LOGO Programing Language
This manual designed for grade 4 is part of a series for a program to integrate the teaching and learning of mathematical and computer concepts and skills in the elementary school. This manual contains 16 lessons. Each lesson includes information on the topic, suggested grade level, mathematics concepts and skills, objective, prerequisite skills needed, and activities. Topics contained in the lessons include: (1) problem solving; (2) geometry; (3) numbers; (4) measurement; (5) number concepts; (6) LOGO; and (7) puzzles. Software programs used for the activities are specified for each lesson. (KR)

DOCUMENT RESUME

ED 323 133 SO 030 148

Resources and Resource Centers: Africa, Korea, Latin America, Middle East, South Asia, Southeast Asia, Soviet Union & Eastern Europe.
Columbia Univ., New York, N.Y. East Asian Inst.
PUB DATE- 89
NOTE- 48p.
AVAILABLE FROM- East Asian Curriculum Project, East Asian Institute, Columbia University, 420 W. 118th St., New York, NY 10027 (Africa: ISBN-0-913418-22-6; Korea: ISBN-0-913418-19-6; Latin America: ISBN-0-913418-24-2; Middle East: ISBN-0-913418-23-4; South Asia: ISBN-0-913418-20-X; Southeast Asia: ISBN-0-913418-21-8; Soviet Union & Eastern Europe: ISBN-0-913418-25-0).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Area Studies; *Curriculum Development; *Educational Resources; Elementary Secondary Education; *Foreign Countries; *Global Approach; Social Studies
IDENTIFIERS- Africa; Asia (South); Asia (Southeast); Europe (East); Korea; Latin America; Middle East; USSR

The East Asian Curriculum Project (EACP) of Columbia University is a national effort whose goal is to support education about Asia at the secondary and elementary levels. The project has developed a variety of curriculum resources and collaborated with state and local educators in designing teaching units about various countries. Each of these packets contains brief resource lists along with the locations and names of resource centers dealing with each continent, country, or region. The countries and areas featured are Africa, Korea, Latin America, Middle East, South Asia, Southeast Asia, Soviet Union, and Eastern Europe. (NL)

DOCUMENT RESUME

ED 323 148 SO 030 198

Carmack, Norma; Hanson, Carl
International Studies: A Library Guide.
Trinity Univ., San Antonio, Tex.
PUB DATE- Aug 90
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Educational Resources; Higher Education; *International Studies; *Library Guides; Reference Materials; Research Tools; Secondary Education
This guide was prepared for inclusion in a handbook for seniors writing theses in the International Studies Program at Trinity University (Texas). A broad approach was taken in order to serve the wide range of topics selected by students of international affairs, which can range from business to the humanities. Intended as a convenient compilation of key sources, the guide contains the following sections: identifying books and reports (in the library catalog); indexing and abstracting services; newspapers and digests; sources of government information; United Nations publications; handbooks and yearbooks; selected sources (social sciences, business, the humanities); finding statistical information; and database searching (online and CD-ROM). Brief annotations are included with most sources listed. The Library of Congress call numbers that follow citations should generally conform with those at other academic libraries. It is hoped that the guide will also prove a useful tool for secondary-level teachers. (Author)

DOCUMENT RESUME

ED 323 166 SP 032 134

Gillis, M. K.
Impact of Admissions and Certification Exams on the Percentage of Minorities in the New Teacher Pool: A Case Study.
PUB DATE- Nov 89
NOTE- 12p.; Paper presented at the Annual Conference of the College Reading Association (33rd, Philadelphia, PA, November 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Elementary Secondary Education; *Employment Projections; *Minimum Competency Testing; *Minority Group Teachers; Prediction; Teacher Certification; Teacher Education; Teacher Qualifications; *Teacher Shortage; Test Results
IDENTIFIERS- Texas
This paper discusses the supply and importance of minority teachers and predicts the effects of admissions and certification exams on the percentage of minorities in the new teacher pool. The analysis is based on the results of tests administered in one state, Texas (a teacher education program admissions test and a certification examination). The data indicate that the percentage of minorities in the new teacher pool is declining. The data support predictions that only 5 percent of the U.S. teaching force will be minorities by the year 2000 when at least one-third of the students will be minorities. (JD)

DOCUMENT RESUME

ED 323 182 SP 032 561

Responsible Healthy Lifestyles. Teacher Resource Guide: Movement-Fitness. Grades K-6.
Davis County School District, Farmington, Utah.; Utah State Office of Education, Salt Lake City.
PUB DATE- Feb 89
NOTE- 114p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Games; Class Activities; Curriculum Guides; Elementary Education; *Movement Education; *Physical Activities; *Physical Education; *Physical Fitness; Playground Activities; Teaching Guides
IDENTIFIERS- Utah

The purpose of elementary movement and fitness education is to help every child achieve optimum growth and development through activities. The Utah State Core Curriculum has provided standards and objectives that will fulfill this goal. This resource guide for elementary school teachers contains three to four detailed activities based on the Utah State Core Curriculum standards for each grade level. Additional activities, identified by title and source, which can be used in a well-rounded elementary physical education program are also included. (JD)

DOCUMENT RESUME

ED 323 197 SP 032 584

Estes, Gary D.; And Others
Assessment Component of the California New Teacher Project: First Year Report.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 90
NOTE- 211p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; *Measurement Techniques; Teacher Characteristics; *Teacher Evaluation
This assessment component of the California New Teacher Project consists of the development and pilot testing of innovative forms of new teacher assessment. The evaluation of diverse approaches to teacher assessments is intended to identify the most promising ways in which a comprehensive assessment of teacher candidates could inform the certification process and contribute to the quality of teaching. The introduction to this document presents a review of literature on new teachers, focusing on the incompleteness of preservice training, problems of new teachers, and differences between novice and expert teachers. Specific contributions of the spring 1989 round of pilot testing are discussed. The purpose of the pilot testing was to examine in California the functioning of several assessment instruments which are considered to be promising exemplars of innovative assessment approaches. The evaluation of the various components of these instruments (e.g., logistical requirements, prompt materials, scoring criteria, training exercises for assessors) was intended to provide information concerning the strengths and limitations of the assessment approaches which specific instruments represented. This final report and analysis of the pilot test administration describes each of the instruments, and the ease of administration, scoring, content and format, costs, and technical qualities. (JD)

DOCUMENT RESUME

TM

ED 323 211 TM 015 083

Whelan, Carol Scott; Teddlie, Charles
Self-Fulfilling Prophesy and Attribution of Responsibility: Is There a Causal Link to Achievement?
PUB DATE- Mar 89
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Attribution Theory; Causal Models; *Elementary School Students; Expectation; Grade 3; Predictor Variables; Primary Education; Public Schools; Self Concept; *Self Fulfilling Prophecies; Socioeconomic Status; Structural Equation Models; Student Attitudes; *Student Responsibility; Teacher Attitudes; Teacher Expectations of Students; *Teacher Responsibility
IDENTIFIERS- Louisiana

Student socioeconomic status (SES) and the perceptions of students' and teachers' expectations and attributions of responsibility for learning and their relationships to achievement were studied using linear structural equation modeling. Two models were developed and tested. One model included student expectations and attributions of responsibility as mediators between social class and achievement. This model was compared to one using teacher expectations and attributions of responsibility as mediators between social class and achievement. The population contained 5,829 third-grade students from 76 Louisiana public schools from all parts of the state and 250 teachers. Results of LISREL analysis on the student model suggest that there was a significant negative relationship between SES and student expectations. Student SES significantly affected student attribution of responsibility, and the path between SES and student achievement was significant. Student attribution of responsibility was a significant predictor of achievement. The relationship between SES and teacher expectations was positive and highly significant. However, teacher expectations were not a significant predictor of teacher attributions of responsibility, and teacher attributions of responsibility were not a significant predictor of achievement. Results indicate the need for more information about how teachers' attributions of responsibility can be affected and how this relates to instruction and student achievement. Two figures and two data tables are included. (SLD)

DOCUMENT RESUME

ED 323 225 TM 015 428

Saunders, Joseph C.; Linton, Dan L.
The Effect of Examinee Pass/Fail Information on the Level of Passing Score Set by Expert Judges.
PUB DATE- 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; Achievement Tests; Classroom Observation Techniques; College Students; *Cutting Scores; Elementary School Students; Elementary Secondary Education; *Evaluation Methods; *Evaluators; Higher Education; *Knowledge Level; Mathematics Tests; *Pass Fail Grading; Public School Teachers; Reading Tests; *Scoring
IDENTIFIERS- Angoff Methods; Experts; *Standard Setting
The effect on passing scores of providing judges with pass/fail data for the various possible cut-off score levels was studied. Passing scores produced by individual judges using a modified version of the procedure of W. H. Angoff (1971) were compared with the same judges' passing scores as revised after considering information on the number of examinees who would pass and fail at various cut-score levels in several testing situations. The 7 instruments, each with a corresponding committee of experts, included: (1) 4 basic skills examinations in reading and mathematics for students in grades 6 and 8; (2) 2 tests in reading and mathematics for college underclassmen; and (3) a 51-item observation checklist that is used to assess the classroom performance of beginning public school teachers. In all, 161 judges participated. Knowledge of examinee pass/fail rates did not have a consistent effect on the average level of passing scores set by the groups of expert judges. The observed reduction in the variability of the experts' passing scores, together with the high negative correlations between initial cut scores and the magnitudes of subsequent revisions, suggested that judges with more extreme Angoff passing scores tended to shift toward more typical/moderate positions. Information about examinee pass/fail rates may serve as a reality check in the evaluation process. Five data tables are included. (SLD)

DOCUMENT RESUME

ED 323 240 TM 015 445

Nielsen, Lore A.; Turner, Susan D.
Intervention Coaching for Mathematics Implementation: A C-BAM Application for School Improvement.
PUB DATE- 87
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cooperative Planning; *Curriculum Development; *Educational Improvement; Elementary Education; *Elementary School Mathematics; Elementary School Teachers; Interdisciplinary Approach; *Mathematics Curriculum; Models; Principals; School Districts; Teacher Attitudes
IDENTIFIERS- *Concerns Based Adoption Model; Curriculum Specialists; Hillsborough County Public Schools FL; *Intervention Coaching Project
A school improvement model intended to facilitate the implementation of a new mathematics curriculum in a large heterogeneous school district is described. The model is based primarily on the concepts and components of the Concerns-Based Adoption Model, and it includes theory and research findings from recent studies involving the role of the principal in the change process and supervisory coaching. The model gave rise to the Intervention Coaching Project, which was used to train Hillsborough County (Florida) School District administrators in the implementation of a new elementary mathematics curriculum during the fall term of 1986. Six schools participated in the project. Each school formed a coaching team consisting of the principal, curriculum specialist, and district general supervisor. Inservice training was provided to participants, and a consultant was assigned to each school. Evaluation of the model followed a traditional formative model, and involved six control schools. Interviews and questionnaires provided information on implementation and teacher attitudes; student achievement was assessed via the district's annual achievement test battery. Tentative findings indicate that the model is viable for bringing about change in the implementation of a new curriculum program. One table is included. (Author/TJH)

DOCUMENT RESUME

ED 323 254 TM 015 494

Schwartz, Daniel L.; Black, John B.
The Induction of Rules from Analog, Mental Models.
PUB DATE- Apr 90
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; College Students; Higher Education; *Induction; *Mechanical Skills; Models; Motion; *Problem Solving; Reaction Time; *Thinking Skills
IDENTIFIERS- *Analogue Models; Dyads; Mental Models; Parametric Analysis; *Rule Learning (Mathematics)
This study investigated how people reason about simple mechanical devices and physical systems, and how reasoning methods and understanding of a device evolve over a period of exposure. Twelve students attending the Teachers College at Columbia University (New York) participated in the first of two experiments; and 10 students attending the same Teachers College participated in the second experiment and were randomly assigned to five dyads. The first experiment used a quantified protocol in which spontaneous hand movements were considered evidence of modeling; dramatic reductions in reaction time were evidence of rule induction. The second experiment organized subjects into problem-solving dyads. The inductive movement between analog models and number-based rules was documented for problems about gear movement. It was found that subjects rely initially upon an analog model until a satisfactory rule is induced. However, when a problem was introduced that led to failure of the rule, subjects returned to a model. Exophoric references were used as evidence that subjects were reasoning about models. Numeric expressions were taken as evidence of rule induction under the logic that the rule operates over numbers rather than gears. The strengths of each type of reasoning are discussed. Models are conceptualized as a quasi-empirical base from which to draw the basic patterns and relevant parameters for rule induction. Three figures are included. (TJH)

DOCUMENT RESUME

ED 323 267 TM 015 525

Baenen, Nancy R.
Chapter 2 Formula, 1989-90: Major Points. Publication No. 89.32.
Austin Independent School District, Tex. Office of Research and Evaluation.
PUB DATE- Jun 90
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; Competency Based Education; Computer Assisted Instruction; *Educational Finance; Elementary Secondary Education; Extracurricular Activities; Federal Aid; *Federal Programs; Library Materials; Middle Schools; Preschool Education; Private Schools; *Program Evaluation; Remedial Instruction; *School Districts; School District Spending; Staff Development; Student Transportation
IDENTIFIERS- *Austin Independent School District TX; *Education Consolidation Improvement Act Chapter 2
Programs implemented in 1989-90 by the Austin (Texas) Independent School District (AISD) using Chapter 2 Formula federal funds are described. Chapter 2 Formula provides federal funds to the states through the Elementary and Secondary Education Act of 1965 as amended in 1988. Chapter 2 funds can support programs that meet the educational needs of students with special needs; acquire curricular materials; improve schools through innovative programs; train staff; enhance student achievement through instruction and community service; or provide early childhood education, gifted and talented education, technology education, community education, and/or youth suicide prevention programs. AISD received $531,021 and in addition, $106,208 was rolled forward from 1988-89 for a grand total of $637,229. Funds have been allocated to the following programs and services: (1) the Academic Decathlon; (2) Blanton Wicat Computer Lab; (3) Bridge Computer Lab at Webb; (4) Comprehensive Competencies Program at Johnston; (5) extracurricular transportation; (6) library resources (dictionaries); (7) middle schools training; (8) pre-kindergaretn supplements; (9) private school programs; (10) Project ASSIST; (11) Rainbow Kits; (12) school-community liaison augmentation; (13) secondary remediation support; (14) administration and management activities; and (15) evaluation services. This report provides descriptions, discussions of implementation, salient characteristics, and evaluation methods and results of the various programs and services, as appropriate. Based largely on AISD districtwide staff surveys administered in January and February of 1990, 100% of the respondents rated the private school programs as effective, 29% rated Project ASSIST as effective, and between 41% and 89% of the respondents rating the remaining programs as effective. Twenty-eight figures are included. (TJH)

DOCUMENT RESUME

ED 323 279 UD 027 628

Testimony on Hispanic Underrepresentation in the Job Training Partnership Act, Presented by Raul Yzaguirre before the National Commission for Employment Policy.
National Council of La Raza, Washington, D.C.
PUB DATE- 5 May 89
NOTE- 8p.
AVAILABLE FROM- National Council of La Raza, 810 First Street NE, Third Floor, Washington, DC 20002.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTORS- At Risk Persons; Dropouts; *Employment Programs; Federal Programs; Hearings; *Hispanic Americans; *Individual Needs; *Job Training; Males; *Participation; Research Reports; Unemployment
IDENTIFIERS- *Job Training Partnership Act 1982

The Job Training Partnership Act (JTPA) has failed to provide Hispanic Americans with urgently needed training and education. Low educational attainment, limited English proficiency, and illiteracy pose barriers to Hispanic employment. A recent analysis of Hispanic participation in JTPA reported the following findings: (1) participation has been lower than in the previous federal job training program; (2) an estimated 15,000 eligible Hispanics are not being served by JTPA; (3) unemployed males are underrepresented by nearly 27 percent; (4) dropouts are underrepresented by more than one-third; (5) those who do participate receive fewer and less effective services than other participants; (6) Hispanic participants average lower wages than other JTPA participants; and (7) one in four Hispanic participants fails to find jobs compared to one in five white participants. The following factors contribute to this underrepresentation: (1) a performance standards system that lacks incentives to recruit Hispanics; (2) reduction in the role of Hispanic community-based organizations in policymaking and service delivery; (3) reliance on Private Industry Councils that represent only the needs of the business community; (4) restrictions on the availability of support services; and (5) the power of the states to determine what populations will be targeted and at what level of funding. (FMW)

ED 323 102 SE 051 556

Depenbusch, Joyce Harmon
Kansas State Dept. of Wildlife and Parks, Pratt. Wildlife Education Service.
Wildlife Needs a Place to Live. Teacher's Guide and Student Guide, Grade 3.
PUB DATE- 87
NOTE- 90p.; For related documents, see SE 051 553-559.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Conservation (Environment); *Elementary School Science; *Environmental Education; *Grade 3; Instructional Materials; Interdisciplinary Approach; Natural Resources; Primary Education; Science Education; Science Materials; Teaching Guides; *Wildlife
IDENTIFIERS- *Habitats
"Wildlife needs a Place to Live" is a part of a series of materials in the Wildlife Education Service for Kansas youth series. The goal of the program is to provide information about wildlife and to establish in children an awareness and appreciation of wildlife. A booklet for children and a teacher's guide are included. The booklet was written for third-grade children but can be easily adapted for other grades. The materials are designed for multidisciplinary use. The teacher's guide includes the following materials: (1) in introduction and foreword; (2) an opinionnaire about the materials; (3) a student award form; (4) ideas for classroom bulletin boards; (5) reproducible worksheets for students; (6) supplemental activities and approaches for language arts, science, art, industrial arts, mathematics, social studies, music, and physical education; and (7) appendices which list resources and references, and includes a glossary of terms used in teaching this topic. (CW)

ED 323 117 SE 051 577

Lindsey, Sue; Pitts, Hazel
Mathematics/Computer Integrated Curriculum, Grade 5.

SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- Aug 90
NOTE- 44p.; For related documents, see SE 051 573-578.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; *Course Content; Curriculum Design; Curriculum Development; Curriculum Guides; *Elementary School Mathematics; Geometry; *Grade 5; Graphs; Instructional Materials; Intermediate Grades; *Learning Activities; Mathematics Curriculum; *Mathematics Education; Mathematics Skills; Probability; Statistics; Teaching Guides
IDENTIFIERS- *LOGO Programing Language

This manual designed for grade 5 is part of a series for a program to integrate the teaching and learning of mathematical and computer concepts and skills in the elementary school. The manual contains 27 lessons. Each lesson includes information on the topic, suggested grade level, mathematics concepts and skills, objective, prerequisite skills needed, and activities. Topics contained in the lessons include: (1) problem solving; (2) geometry; (3) numbers; (4) number concepts; (5) statistics; (6) measurement; and (7) probability, statistics, and graphing. Software programs used for the activities are specified for each lesson. (KR)

ED 323 134 SO 030 150

Gibson, Duncan, Ed.
World Eagle The Monthly Social Studies Resource Data, Maps, Graphs. Volume XIII, Numbers 1-10, September 1989-June 1990.
World Eagle, Inc., Wellesley, MA.
REPORT NO.- ISSN-0193-7871
PUB DATE- 90
NOTE- 446p.
AVAILABLE FROM- World Eagle, Inc., 64 Washburn Avenue, Wellesley, MA, 02181.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Geographic Materials (133) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- Graphs; *Human Geography; Instructional Materials; Maps; *Resource Materials; Secondary Education; Secondary Schools; *Social Studies; Statistical Data; Tables (Data); Visual Aids
Ten issues of a monthly social studies resource, each with a different topical focus, are included in this document. The issues focus on: the American family; the environment; the developing world; U.S. and world population; U.S. and world energy; the arms race; employment and housing; world product and trade; social programs in the federal budget; U.S. and world food. In addition to the visual reference materials, articles, and essays on the selected topics also are included. The maps, graphs, and other representations of data may be copied and reproduced by teachers and students. (DB)

ED 323 149 SO 030 199

Page, Marilyn
Active Learning in Secondary Social Studies.
PUB DATE- Dec 89
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Educational Research; *Experiential Learning; *Learning Strategies; Learning Theories; Secondary Education; *Secondary School Curriculum; *Social Studies; Teaching Methods
IDENTIFIERS- *Active Learning
Active learning is not a new concept, and recent research suggests that students who have opportunities to participate in the learning process are much more successful students in terms of achievement test scores and individual happiness. This paper discusses some recent research on active learning, including a description of a microsociety school in Lowell, Massachusetts. A list of keywords the author compiled in the course of the research is provided. A 16-item list of research studies associated with active learning is included. (DB)

ED 323 167 SP 032 255

Volume 2: Student Diversity. NCRTE Seminar for Education Policymakers (Washington, D.C., February 24-26, 1989). Conference Series 89-1.
National Center for Research on Teacher Education, East Lansing, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 89
NOTE- 109p.; For Volume 1 of proceedings, see SP 032 061.
AVAILABLE FROM- National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State Univ., East Lansing, MI 48824-1034 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Cognitive Style; Cultural Awareness; *Cultural Background; Cultural Pluralism; Elementary Secondary Education; *Individual Differences; Minority Group Children; Multicultural Education; *Student Characteristics; *Teacher Effectiveness
IDENTIFIERS- Knowledge Base for Teaching

The focus of this seminar was on how teachers learn to teach learners with diverse backgrounds and learning styles and what they need to know to be effective instructors. The following papers were presented: (1) "What Teachers Need to Know about Learning" (Robert E. Floden); (2) "Teaching Children: What Teachers Should Know" (Alonzo B. Anderson); (3) "Teachers, Schema, and Instruction" (Siegfried Engelmann); (4) "Culture and Teaching: What Do Teachers Need to Know?" (Carl Grant); (5) "Cultural Embeddedness: The Role of Culture on Minority Students' Acquisition of English Literacy" (Henry Trueba); and (6) "What Teachers Need to Know about Cultural Diversity: Restoring Subject Matter to the Picture" (G. Williamson McDiarmid). (JD)

ED 323 183 SP 032 564

AIDS Education. Public School Programs Require More Student Information and Teacher Training. Report to the Chairman, Committee on Governmental Affairs, U.S. Senate.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-90-103

PUB DATE- 1 May 90
NOTE- 48p.
AVAILABLE FROM- Superintendent of Documents, U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (no charge for first five copies; additional copies $2.00; 25 percent discount on 100 or more copies mailed to a single address).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Elementary Secondary Education; *Federal Programs; *Government Role; *Health Education; Health Promotion; Inservice Teacher Education; Program Evaluation; *Public Schools; Secondary Education

This report describes the growth of acquired immunodeficiency syndrome (AIDS) education programs and identifies areas needing improvement. The purpose of the extensive survey was to provide information on the program of school human immunodeficiency virus (HIV) education efforts led by the Centers for Disease Control (CDC). Results revealed that CDC-led nationwide education efforts are not yet commensurate with the epidemic's potential for disaster. While two-thirds of the nation's public school districts provide formalized HIV education, it is not offered at every grade level, especially the upper grades, where the probability of sexual activity is highest. Most CDC-funded education departments do not collect from students the essential planning and monitoring information needed to set program priorities and evaluate successes. This is due to a lack of staff and difficulty in obtaining community support to collect sensitive sexual and drug-use data. Although the majority of HIV teachers did receive training, it was often insufficient, and one of five HIV teachers received no training at all. CDC provides no guidance to districts on the appropriate length of such teacher training. Recommendations are made for improving the programs. Information in the appendixes includes: excerpts from CDC's guidelines, CDC's suggested questions for students, and topics covered in inservice training in CDC-funded districts and nationwide. Four tables and 4 figures are included. (JD)

ED 323 198 SP 032 588

Ross, E. Wayne
Teacher Empowerment and the Ideology of Professionalism.
PUB DATE- Apr 90
NOTE- 13p.; Paper presented at the Annual Convention of the New York State Council for the Social Studies (Buffalo, NY, April 6, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Critical Thinking; *Decision Making; Elementary Secondary Education *Ideology; *Organizational Climate; Politics of Education; *Power Structure; *Professional Autonomy; *Teacher Influence
IDENTIFIERS- *Empowerment
The rhetoric and results of efforts to empower and professionalize teachers are examined to gain insight into ways in which the language of educational reform functions in both maintaining and changing power relations. This critical analysis clarifies how the ways people communicate both influence and are influenced by the structures and forces of social institutions, e.g., schools, universities, unions, and school boards. How the ideology of professionalism operates is illustrated by examining two realms of authority related to schooling: (1) organization-management authority over schools (characteristically, political and social); and (2) educational authority within the schools (substance matters, such as curriculum content, pedagogy, etc.). The analysis concurs with findings of other researchers that even relatively neutral statements reflect acts of valuation. It is concluded that the interests served in the process of professionalizing teaching may not include the interests of the teachers themselves. To further these interests, teachers will have to regain control over the curriculum as well as school organization issues and develop a much stronger voice in the production of knowledge about teaching. (JD)

ED 323 088 SE 051 538

Brown, Lester R.; And Others
State of the World 1990. A Worldwatch Institute Report on Progress toward a Sustainable Society.
Worldwatch Inst., Washington, D.C.
REPORT NO.- ISBN-0-393-30614-3
PUB DATE- 90
NOTE- 268p.
AVAILABLE FROM- W. W. Norton and Company, Inc., 500 Fifth Avenue, New York, NY 10110 ($9.95; hardcover--ISBN-0-393-20788-0).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Air Pollution; *Conservation (Environment); Energy Conservation; *Environmental Education; *Global Approach; Higher Education; *International Cooperation; *Natural Resources; Postsecondary Education; Productivity; Water
IDENTIFIERS- *Global Climate Change
As the world enters the last decade of the 20th century, the environmental problems facing human societies have been given increased emphasis in world policy debates. The goal of the Worldwatch Institute is to help raise the level of public understanding of global environmental threats to the point where the public will support policies needed to reverse these trends. This document focuses on major policy initiatives needed to stabilize the global environment for human civilization. In this seventh annual issue of the description of the status of global environmental problems, 10 issues are presented and discussed. These issues include: (1) progress and productivity; (2) global climate change; (3) global water supplies; (4) global food supplies; (5) sea level changes; (6) air quality; (7) global bicycle use; (8) poverty; (9) the proliferation of peace; and (10) efforts to sustain world resources. (CW)

ED 323 226 TM 015 429

Llabre, Maria M.; Forgan, Harry W.
The Agreement and Structure of Colleague Ratings.
PUB DATE- 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *Evaluation Methods; *Factor Analysis; Higher Education; Interprofessional Relationship; *Interrater Reliability; *Peer Evaluation; *Rating Scales; Teacher Evaluation; Teacher Responsibility; Teacher Role; Universities
IDENTIFIERS- University of Miami FL
The interrater reliability and factor structure of colleague ratings of university faculty were studied for 46 faculty members from 4 departments within the School of Education and Allied Professions at the University of Miami (Florida). Within each department, each faculty member rated every other faculty member using two methods: (1) a global rating on a 5-point scale ranging from "outstanding" to "unsatisfactory"; and (2) a 7-point analytic scale for the 4 areas of responsibility including teaching; advising; contributions to the department, school, and university; and contributions to the profession. Reliability indices indicated that the means were reliable when based on four raters using the analytic method. Results of the factor analysis indicate that raters were judging their colleagues on separate dimensions. Only two factors accounted for a large proportion of the variance. The first was defined in terms of contributions to the profession through research and publications. The second factor, accounting for about 20% of the variance, was teaching. Two tables present study data. (SLD)

ED 323 241 TM 015 446

Brewer, James K.
Statistical Rules-of-Thumb.
PUB DATE- 88
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Research/Technical (143)
DESCRIPTORS- Content Analysis; Higher Education; *Introductory Courses; *Statistics; *Textbook Content; Textbook Evaluation
IDENTIFIERS- *Rules of Thumb (Statistics)

Six best-selling introductory behavioral statistics textbooks that were published in 1982 and two well-known sampling theory textbooks were reviewed to determine the presence of rules-of-thumb--useful principles with wide application that are not intended to be strictly accurate. The relative frequency and type of rules are reported along with a discussion of their implications for teaching statistics at the introductory level. There were 14, 15, 20, 23, 29, and 30 such statements located in the 6 introductory textbooks, for a total of 131 rules-of-thumb. In all six textbooks, there appeared to be a large proportion of rules-of-thumb concerning sample size, either in distributional approximations or in inference-making. It is suggested that rules-of-thumb should be invoked only if absolutely necessary. Invoking a rule-of-thumb as though it were a condition or assumption should be avoided. Finally, textbooks should avoid inventing new rules-of-thumb. Two tables are included. (TJH)

ED 323 255 TM 015 495

Marion, Scott F.; And Others

Grade Retention and Student Outcomes: Data from High School and Beyond.

PUB DATE- Apr 89
NOTE- 20p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Portsmouth, NH, April 26-28, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Affective Behavior; Educational Attainment; Grade 10; Grade 12; *Grade Repetition; High Schools; *High School Students; *National Surveys; *Outcomes of Education; Predictor Variables; *Sex Differences; *Socioeconomic Status
IDENTIFIERS- *High School and Beyond (NCES)

Affective and academic outcomes of grade retention were studied using the High School and Beyond (HSB) data set--a large, nationally representative sample of students. More specifically, the study: compared the academic (achievement and educational attainment) and affective (educational aspirations) outcomes of retained and non-retained students, compared the academic and affective (including self-efficacy) outcomes of early and late retained students; assessed potential factors influencing the success stories in retention; examined the contribution of sex and socioeconomic status (SE); and identified areas for more detailed inquiry. The cohort of high school sophomores was assessed in 1980 and reassessed in 1982, 1984, and 1986. A total of 1,015 schools were selected for the sample, and 36 seniors and 36 sophomores were randomly selected in each school. In those schools with fewer than 36 seniors and/or sophomores, all eligible students were included in the sample. Participants in all 4 waves of the survey included 13,425 students, of which 1,469 had been retained at some point in their scholastic careers. The Statistical Package for the Social Sciences (SPSSX) was used to conduct descriptive and inferential statistical procedures used to analyze the data. Variables were either items drawn directly from the HSB data or composite variables. Results indicate that there are some success stories for retained students. Slightly fewer than half of the higher SES students who were retained scored above the median on the sophomore achievement measure, whereas fewer than 20% of the lower SES

retained students scored above the median on the achievement composite. Gender also played a part in retention decisions and outcomes. Five data tables are included. (TJH)

ED 323 268 TM 015 537

Paredes, Vincent
Sixth Graders in Elementary and Middle Schools: A Longitudinal Study.
Austin Independent School District, Tex. Office of Research and Evaluation.
PUB DATE- Jul 90
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Achievement Gains; Achievement Tests; Attendance; Cognitive Development; Comparative Testing; Discipline; Elementary Schools; *Elementary School Students; *Grade 6; Grade 7; Grade 8; Grade Point Average; Intermediate Grades; Junior High Schools; Longitudinal Studies; *Middle Schools; *Performance Factors; School Districts; Social Development; Transitional Programs
IDENTIFIERS- *Austin Independent School District TX; Iowa Tests of Basic Skills; *School Effects
The progress of sixth-graders in elementary and middle schools was compared in terms of achievement test scores, attendance, discipline, and grade point average. Three groups of sixth-graders from the Austin schools were examined: (1) 1987-88 sixth-graders for 3 years (grades 6, 7, and 8); (2) 1988-89 sixth-graders for 2 years (grades 6 and 7); and (3) 1989-90 sixth-graders for 1 year. When achievement, as measured by the Iowa Tests of Basic Skills, was examined, the middle school transition (grade 5 to grade 6) seemed to be smoother than the junior high school transition (grade 6 to grade 7). In 1987-88, elementary school sixth-graders (ESSGs) generally performed better on achievement tests than did middle school sixth-graders (MSSGs); after 1987-88, there has been no difference between the performance of ESSGs and MSSGs on achievement tests. When ESSGs reach the seventh grade, they do not perform as well on achievement tests as do seventh-graders who attended the sixth grade in middle schools. By grade 8, there was no difference between achievement gains of students in middle schools and junior high schools. Middle schools disciplined students at higher rates and had slightly lower attendance rates than did elementary schools. During the period from grade 6 to grade 8, the achievement gap between high and low achievers became wider in both junior high and middle schools. These findings indicate the need for vigilance in assisting students to make the necessary social and cognitive transitions from elementary to middle schools. Ten figures present study data. (SLD)

ED 323 280 UD 027 631

Repeal of Employer Sanctions: An Advocacy Handbook.
National Council of La Raza, Washington, D.C.
PUB DATE- 90
NOTE- 37p.; Five pages of reprinted newspaper articles will not reproduce well.
AVAILABLE FROM- National Council of La Raza, 810 First Street NE, Suite 300, Washington, DC 20002.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Employers; *Equal Opportunities (Jobs); *Ethnic Discrimination; Federal Legislation; Hispanic Americans; *Immigrants; *Lobbying; Resource Materials; *Sanctions; Undocumented Immigrants
IDENTIFIERS- *Immigration Reform and Control Act 1986

This handbook comprises strategies that concerned individuals can use to petition Congress to repeal the Immigration Reform and Control Act of 1986 (IRCA). Despite the conclusion of the Government Accounting Office that the employer sanction provisions of the IRCA are causing widespread employment discrimination against Hispanics, Asians, and others who seem "foreign," Congress has shown little interest in addressing the problem. Rather than repeal, Congress seems to favor a number of alternatives, including a proposal to create a national verification system that would require all citizens and authorized workers to carry an identification card. A fact sheet, summaries of the findings of six selected studies on employer sanctions and discrimination, and the main arguments for repeal of employer sanctions are provided for those who wish to write letters, send telegrams, make phone calls, and visit the local offices of United States Senators and Representatives. Specific strategies are suggested for educating and lobbying the following groups: (1) Congress and the Administration; (2) local governments; (3) local media; (4) local labor unions; and (5) religious organizations. The answers to six commonly-asked questions about employer sanctions and copies of five recent newspaper articles are appended. (FMW)

ED 323 118 SE 051 578

Glidewell, Kathleen; Johnson, Ava Carol Oakes
Mathematics/Computer Integrated Curriculum, Grade 6.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- Aug 90
NOTE- 53p.; For related documents, see SE 051 573-577.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; *Course Content; Curriculum Design; Curriculum Development; Curriculum Guides; *Elementary School Mathematics; Fractions; Geometry; *Grade 6; *Graphs; Instructional Materials; Intermediate Grades; Learning Activities; Mathematics Curriculum; *Mathematics Education; Mathematics Skills; Teaching Guides

IDENTIFIERS- *LOGO Programing Language
This manual designed for grade 6 is part of a series for a program to integrate the teaching and learning of mathematical and computer concepts and skills in the elementary school. The manual contains 34 lessons. Each lesson includes information on the topic, suggested grade level, mathematics concepts and skills, objective, prerequisite skills needed, and activities. Topics contained in the lessons include: (1) problem solving; (2) geometry; (3) numbers; (4) number concepts; (5) computer commands; (6) fractions; and (7) graphing. Software programs used for the activities are specified for each lesson. (KR)

ED 323 135 SO 030 156

Pigozzi, Bruce W.
A View on Geography and Elementary Education. Elementary Subject Center Series No. 18.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 90
NOTE- 25p.
CONTRACT- G0098C0226
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824-1034.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; *Elementary Education; Geographic Concepts; Geography; *Geography Instruction; *Social Studies; Teaching Methods

This paper presents a view of the acknowledged lack of geographic knowledge exhibited by U.S. students. This view is grounded in the definition of geography that is developed through five themes: location, place, relationship within places, movement, and regions. According to this view, only a very small, usually trivial, part of geography currently is taught in U.S. elementary schools. Often that part is submerged in the questionable integration of geography into the subject of social studies. Geography needs to be taught as a separate subject. The function and use of the field needs to be emphasized over the data and trivial information that for years has distorted the public image of geography. A 27-item bibliography is included. (DB)

ED 323 150 SO 030 200

Page, Marilyn
Active Learning and National History Day In-depth Interviews: A Pilot Study.
PUB DATE- May 90
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Elementary Secondary Education; *Experiential Learning; History Instruction; *Interviews; *National Programs; Social Studies; Student Attitudes; Student Research; Teacher Attitudes; Teaching Methods
IDENTIFIERS- *Active Learning; *National History Day
The National History Day Program (NHDP) is designed to promote student competency and interest in carrying out original research while improving student achievement and critical thinking skills. Students select a topic, conduct research, and prepare a presentation for regional, state, and national competitions. The present research focused on active learning and the NHDP and took the form of in-depth interviews. A high school teacher who had been involved with the program for nine years was interviewed, as was one student, a high school junior, who was involved with the program for the first time. The teacher and student participated in three 90-minute interviews of which this paper presents selected highlights. Among other findings, it is reported that both the teacher and student expressed highly positive feelings about their experiences with the NHDP. (DB)

ED 323 168 SP 032 357

Fraenkel, Jack R.; Wallen, Norman E.
How To Design and Evaluate Research in Education.
REPORT NO.- ISBN-0-07-557212-5
PUB DATE- 90
NOTE- 497p.
AVAILABLE FROM- Order Department, McGraw Hill Publishing Co., Princeton Rd., Hightstown, NJ 08520 ($37.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Research; Higher Education; *Research Design; *Research Methodology; *Research Papers (Students); *Research Problems; Research Proposals; Research Reports; Research Tools; Statistical Analysis; *Student Research; Textbooks

This textbook in educational research is intended to guide students as they plan and carry out a research project. The book has three goals: to provide basic information needed to understand the research process; to enable students to use this knowledge to design their own research project; and to permit students to read and understand the literature of ecucational research. The four parts of the book are designed to achieve these goals. Part 1 contains one chapter on the nature of educational research. Part 2, "The Basics of Educational Research," contains 10 chapters on the basic concepts and procedures of educational research, including variables and hypotheses, sampling, instrumentation, validity and reliability, and data collection and analysis. Part 3, "Research Methodologies," contains 6 chapters on experimental, correlational, causal-comparative, survey, qualitative, and historical research. Each chapter includes a study illustrating the particular research method. Part 4 contains one chapter on the purpose and methodology of research proposals and reports. The appendixes include a table of random numbers, a normal curve table, a chi-square distribution table, a glossary, and suggestions for further reading. (JD)

ED 323 212 TM 015 194

Blankmeyer, Eric
L-scaling. Working Paper No. 26.
Southwest Texas State Univ., San Marcos. Dept. of Finance and Economics.
PUB DATE- 90
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Data Analysis; Economics; *Mathematical Models; *Measurement Techniques; *Observation; *Research Methodology; *Scaling; Statistical Analysis; Weighted Scores
IDENTIFIERS- Best Weight Function Method; First Principal Components Method; Leontief Matrix; *L Scaling; Sensitivity Analysis
Given "T" joint observations on "K" variables, it is frequently useful to consider the weighted average or scaled score. L-scaling is introduced as a technique for determining the weights. The technique is so named because of its resemblance to the Leontief matrix of mathematical economics. L-scaling is compared to two widely-used procedures for data reduction, but no attempt is made to survey the voluminous literature on scaling methods. These methods are the first principal component method and the best weight function method. A robust L-scaling technique is described for use when the data matrix is contaminated by outliers. The discussion proceeds in terms of descriptive statistics since the various techniques have sampling properties that are either unknown or intractable. The technique is illustrated with a hypothetical example of 100 observations on three variables drawn from a pseudorandom-number generator. L-scaling is one method a researcher may apply when a sensitivity analysis, which compares the outcomes of several scaling methods, is desired. Four tables illustrate the study. (SLD)

ED 323 089 SE 051 541

Chronicle Math and Science Occupations Guidebook.
Chronicle Guidance Publications Inc., Moravia, NY.
PUB DATE- 90
NOTE- 500p.
AVAILABLE FROM- Chronicle Guidance Publications, Inc., P.O. Box 1190, Moravia, NY 13118 ($78.00 plus 10% shipping).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- Career Awareness; Career Counseling; *Career Education; *Career Exploration; Career Guidance; Career Planning; *Demand Occupations; Mathematics Education; *Occupations; Science Education; Secondary Education; *Secondary School Mathematics; *Secondary School Science; Vocational Interests

This document is a collection of career profiles providing details on over 100 different careers in the sciences and mathematics. Each profile offers information on work performed, working conditions, hours and earnings, education and training, licenses and certification, personal qualifications, social and psychological factors, location, employment outlook, entry methods, advancement, and related occupations. A bibliography is provided with each profile for further research on the topic. In addition, articles which discuss the process of finding and keeping a job are reprinted. Included are: (1) "Basics for Career Success"; (2) "Corporate Culture: Cracking the Code"; (3) "Developing Confidence in Job Interviews: How To Conquer Fears and Make the Best of a Stressful Situation"; (4) "An Environment You Can Live With"; (5) "Finding the Job That Fits"; (6) "'Get a Job'--Notes for Beginners"; (7) "Getting a Job: Some Advice from a College Recruiter"; (8) "High School Graduates in Entry Level Jobs: What Do Employers Want?"; (9) "It Backfired: Solving Job Setbacks"; (10) "Jobs for the Deaf"; (11) "Planning for a Job: Tips for Disabled Students"; (12) "Rapid Changes, New Opportunities"; and (13) "Supporting Documents Reinforce Resume". (CW)

ED 323 103 SE 051 557

Depenbusch, Joyce Harmon
Endangered, or Alive and Well Living in Kansas? Teacher's Guide and Student Guide, Grade 4.

Kansas State Dept. of Wildlife and Parks, Pratt. Wildlife Education Service.
PUB DATE- 87
NOTE- 75p.; For related documents, see SE 051 553-559.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Conservation (Environment); *Elementary School Science; *Environmental Education; *Grade 4; Instructional Materials; Interdisciplinary Approach; Intermediate Grades; Natural Resources; Science Education; Science Materials; Teaching Guides; *Wildlife
IDENTIFIERS- *Habitats
This publication is a part of a series of materials in the Wildlife Education Service for Kansas youth series. The goal of the program is to provide information about wildlife and to establish in children an awareness and appreciation of wildlife. A booklet for children and a teacher's guide are included. The booklet was written for fourth-grade children but can be easily adapted for other grades. The materials are designed for multidisciplinary use. The teacher's guide includes the following materials: (1) an introduction and foreword; (2) an opinionnaire about the materials; (3) a student award form; (4) ideas for classroom bulletin boards; (5) reproducible worksheets for students; (6) supplemental activities and approaches for language arts, science, art, industrial arts, mathematics, social studies, music, and physical education; and (7) appendices which list resources and references, and includes a glossary of terms used in teaching this topic. (CW)

ED 323 184 SP 032 565

Rafoth, Mary Ann; DeFabo, Leonard
Study Skills. What Research Says to the Teacher.
National Education Association, Washington, D.C.

PUB DATE- 90
NOTE- 35p.
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (Stock No. 1088-4-00, $3.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Development; Elementary Secondary Education; *Independent Study; *Information Processing; *Learning Strategies; Learning Theories; Memorization; *Metacognition; Problem Solving; *Reading Comprehension; *Study Skills; Teacher Influence; Teaching Methods

This monograph reviews the research findings related to study skills and provides a limited number of examples. The monograph emphasizes the relationship of information processing theory to effective teaching and learning, and details the growth of interest in metacognition. It reviews existing programs that teach study skills and discusses the integration of techniques into content areas. It also explores the impact of developmental changes on memory and techniques used to enhance metagcognitive development, and it discusses the incorporation of study skills into learning outcomes. An 80-item bibliography concludes the volume. (JD)

ED 323 199 SP 032 590

Whelan, Carol Scott; Duncan, Billy
An Evaluation of Louisiana's 1989-90 Model Career Options Program for Teachers.
PUB DATE- Jun 90
NOTE- 53p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teachers; Career Development; Elementary School Teachers; Elementary Secondary Education; Helping Relationship; *Mentors; *Principals; *Program Attitudes; *Program Effectiveness; Program Evaluation; Questionnaires; Secondary School Teachers
IDENTIFIERS- Louisiana
The Louisiana Model Career Options Program (MCOP) is intended to encourage eligible, experienced teachers to explore new avenues in education and gain additional pay while remaining in the classroom. This evaluation provides information to decision makers at the state and local levels to assist them in making judgments about the extent to which the goals of the program have been attained and potential modifications needed. Three questionnaires were developed for each of the three groups involved in the MCOP: 21 principals, 21 mentor teachers and 21 interns (first-year teachers). The instruments were specifically oriented to the stated aims for and roles of intern, mentor, or principal. The mentor/intern instruments were closely correlated to determine mentor and intern perceptions and assessments of program elements. The first 30 items on the mentor and intern forms were designed to measure responses from members of each group relative to very specific functions or program elements. Findings revealed that the performance and/or program element was rated as adequate or better, with the exception that mentors did not feel that they were able to give the interns enough of their time. However, the interns indicated that the amount of time provided by the mentors was adequate. All groups

ED 323 227 TM 015 430

Stoker, Howard W.

Comparative Performance of Florida Seniors on the GED Test Battery.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Adult/Community Education.
PUB DATE- 85
NOTE- 17p.; For a summary of this study, see ED 291 890.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; Comparative Testing; *Equivalency Tests; Functional Literacy; Grade 12; Graduation Requirements; High School Equivalency Programs; High Schools; *High School Seniors; Mathematics Tests; *Performance; Reading Tests; Science Tests; Social Studies; State Norms; State Programs; Testing Programs; Test Norms; *Test Results; Writing Tests
IDENTIFIERS- Florida; *Florida State Student Assessment Test Part II; *General Educational Development Tests

Two studies investigated the performance of Florida high school seniors on the Tests of General Educational Development (GED Tests). The GED Test Battery, as revised in 1980, consists of 290 items in 5 subject areas (writing, social studies, science, reading, and mathematics). In the first study, the performance of 1,200 Florida students was compared to national GED Test norms. Mean scale scores were higher for Florida students than for the national norm group on all tests, and noticeably higher on the mathematics and science tests. The second study compared the performance of 946 of these students on the GED Tests with their performance on the Florida State Student Assessment Test--Part II (SSAT-II), a test of functional literacy that Florida students must pass to earn a high school diploma. An analysis of the relationships between the test results indicated that students who could not pass the SSAT-II could not pass the GED Tests. Students who are taking and passing the GED Tests are evidently not students who are failing in school. Six tables contain the findings from both studies. (SLD)

ED 323 242 TM 015 447

Tate, Richard L.
Ridge Regression for Interactive Models.
PUB DATE- 88
NOTE- 21p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Equations (Mathematics); *Mathematical Models; *Maximum Likelihood Statistics; *Regression (Statistics)
IDENTIFIERS- *Interactive Model; Multicollinearity; *Ridge Regression Analysis
An exploratory study of the value of ridge regression for interactive models is reported. Assuming that the linear terms in a simple interactive model are centered to eliminate non-essential multicollinearity, a variety of common models, representing both ordinal and disordinal interactions, are shown to have "orientations" that are favorable to ridge regression. Comparisons of the potential efficiency of ridge regression to that of ordinary least squares across a wide range of conditions (systematic variation of the degree of collinearity, sample size, strength of effect, and coefficient orientation) clearly suggest the value of ridge procedures for many centered interactive models. All calculations were conducted for population values, using the biasing parameters which are known to be "MSE optional" for generalized ridge regression (i.e., the results reflect the minimum MSE for ridge regression possible under the specified conditions). Four figures and one table are included. (Author/TJH)

ED 323 213 TM 015 359

Sykes, Robert C.; Fitzpatrick, Anne R.
Establishing a Mantel-Haenszel Alpha Cutscore through a Multiple Method Procedure.
PUB DATE- Apr 90
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *Cutting Scores; Difficulty Level; Ethnic Groups; *Ethnicity; Evaluation Methods; *Item Response Theory; Licensing Examinations (Professions); Scores; *Test Items
IDENTIFIERS- *Alpha Estimates; *Mantel Haenszel Procedure; Standard Setting
The results of classifying test items on the basis of their Mantel-Haenszel (MH) alpha estimates were compared to the results of classifying these items using an item response theory (IRT) based procedure involving the comparison of item difficulties in the interest of identifying the alpha value that maximized the decision concordance between the two methods. The data consisted of candidates' responses to 299 scored items on an examination for professional licensure. A total of 68,458 candidates took this examination in 1988. The candidates' ethnicity was determined by their self-classifications into one of seven categories. A total of 47,573 candidates classified themselves in Ethnic Group 1; 6,486 in Ethnic Group 2; 5,466 in Ethnic Group 3; 2,004 in Ethnic Group 4; 1,014 in Ethnic Group 5; 486 in Ethnic Group 6; 307 in Ethnic Group 7; 726 as "other"; and the remaining 4,396 candidates did not specify their ethnicity. All candidates except the 4,396 who did not classify themselves were used for the MH analyses; for the IRT analyses, random samples of candidates were drawn from the four largest ethnic groups, while all candidates from the smaller groups were used. Candidates were divided into score groups. In both analyses, the majority ethnic group became the reference group and the other ethnic groups were designated focal. The MH estimate of alpha indicated that no differential item functioning was detected. Statistics resulting from IRT methods correlated highly with MH alpha values. Using the MH method in conjunction with IRT methods resulted in cutscores with a high level of decision concordance with advantages over traditional methods of using a significance level to establish an alpha criterion. Eight tables and eight figures provide study data. (SLD)

ED 323 256 TM 015 499

Byrne, Barbara M.; Baron, Pierre
The Beck Depression Inventory: A Cross-Validated Study of Factorial Structure for Nonclinical Adolescents.
PUB DATE- Aug 90
NOTE- 48p.; Paper presented at the Annual Meeting of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Depression (Psychology); *Factor Structure; Foreign Countries; High Schools; *High School Students; *Predictive Validity; Psychological Testing; *Test Validity
IDENTIFIERS- *Beck Depression Inventory; Canada; Confirmatory Factor Analysis; *Cross Validation; Exploratory Factor Analysis
Based on three independent samples of high school adolescents in central Canada, aged 12 to 18 years, exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) were used to identify, test, and cross-validate first-order and second-order factorial structures underlying the Beck Depression Inventory (BDI). Specifically, the study focused on: (1) determining an initial first-order structure of the BDI based on Group 1 (n=196); (2) postulating and testing alternative first-order structures using CFA procedures based on Group 2 (n=284), on the basis of EFA findings; (3) testing for the validity of a hierarchical structure that includes a single second-order factor of general depression; and (4) cross-validating plausible first-order and second-order structures across Group 3 (n=205) using double cross-validation procedures to identify models having the highest degree of predictive validity. Based on these three increasingly stringent tests of the BDI, the findings suggest that, for non-clinical adolescents, the most appropriate factorial structure comprises a higher-order general factor of depression, with three first-order factors--negative attitudes, performance, and somatic elements. Four data tables are included. (Author/TJH)

ED 323 281 UD 027 634

Zanger, Virginia Vogel; And Others
Drawing on Diversity: A Handbook for and by Boston Teachers in Multicultural, Multiracial Classrooms.
Boston Public Schools, Mass.
PUB DATE- 90
NOTE- 48p.
AVAILABLE FROM- North Zone Office, Boston Public Schools, 885 Washington Street, Boston, MA 02111.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Asian Americans; Black Culture; Cambodians; *Classroom Environment; Classroom Techniques; *Cooperative Learning; *Cultural Context; Elementary Secondary Education; Hispanic Americans; Interviews; *Minority Group Children; *Multicultural Education; Teaching Guides; Vietnamese People
IDENTIFIERS- *Boston Public Schools MA
This handbook of culturally responsive ways to teach the basic, mandated curriculum to students from diverse backgrounds was developed by a multicultural group of teachers. The techniques draw on the students' diverse backgrounds to increase student motivation and maximize teacher effectiveness by decreasing the mismatch between the students' home and school environments. The following topics are discussed: (1) creating a family atmosphere in the classroom; (2) weaving culture into the mathematics, science, and language arts curriculum; (3) using student-to-student, student-to-adult, and teacher-to-student interviewing; (4) cooperative learning techniques for elementary and middle school classrooms; (5) tried and true ideas for celebrating cultural diversity; (6) brief case studies to help develop appropriate responses to inappropriate expressions of intolerance among colleagues; (7) strategies for monolingual teachers of bilingual students; (8) strategies for teaching black children; (9) suggestions from Vietnamese parents for teaching their children; and (10) strategies for teaching Cambodian students. A list of 13 resources and brief biographies of the contributors are appended. (FMW)

ED 323 119 SO 020 816

Russian History: A Guide to Reference Sources.
McGill Univ., Montreal (Quebec). McLennan Library.
REPORT NO.- ISBN-07717-0193-4
PUB DATE- 89
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *European History; Foreign Countries; Geography; Historiography; Library Materials; Reference Materials; Research Tools; Resource Materials; *Russian Literature; *World History
IDENTIFIERS- McGill University (Canada); Russia; *Russian History; *USSR

This guide identifies reference sources for the study of Russian and Soviet history available in the McGill University (Montreal) McLennan Library. Russian, English, French, and German language works covering Russian history from its origins to World War II are included. The guide is arranged in two parts: general reference sources and bibliography. Specialized subject bibliographies are listed together. Each entry includes title, author, imprint, local call number, and a short annotation. (JB)

ED 323 136 SO 030 157

Brophy, Jere
The De Facto National Curriculum in Elementary Social Studies: Critique of a Representative Sample. Elementary Subjects Center Series No. 17.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 90
NOTE- 103p.
CONTRACT- G0098C0226
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Curriculum Development; Curriculum Evaluation; *Curriculum Research; Educational Research; Elementary Education; *Elementary School Curriculum; Learning Activities; *Social Studies; Teaching Methods; *Textbook Research

Despite scholarly disagreement about the nature and purposes of social studies education, the most widely adopted elementary social studies textbook series tend to be remarkably uniform, consisting of compendia of facts organized within the expanding communities curriculum structure. Content selection and explication tend to be guided primarily by cultural literacy concerns. Texts feature parades of facts rather than networks of information gathered around an idea. Skills are taught largely in isolation from one another with little attention to knowledge content, and values are approached primarily through inculcation rather than through critical thinking and decision making. The textbook series that dominate the market share these and other similarities, so that in effect they constitute a de facto national curriculum in elementary social studies. This report presents a detailed analysis of a representative sample of these curricula: Silver Burdett & Ginn's elementary social studies series, 1988 edition. The study, a qualitative analysis, was guided by a set of framing questions that called for an examination of the goals and intended outcomes, the content selection and representation choices, the coherence of content explication in the student text, the suggestions made to the teacher about questions to ask the students, the kinds of classroom discourse that should occur, the nature of the activities and assignments provided with the test or recommended to the teacher, the purposes and nature of the evaluation methods supplied or recommended, and the nature and extent of the rationales and other explanatory material in the teacher's manual. A list of 24 references is included. (Author/DB)

ED 323 151 SO 030 201

Page, Marilyn
Active Learning with Educational Media in Secondary Social Studies or "You Can Lead a Horse to Water but the Only Water that Gets into His Stomach Is What He Drinks."
PUB DATE- 90
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Media; Educational Research; *Experiential Learning; Learning Strategies; Learning Theories; Secondary Education; *Secondary School Curriculum; *Social Studies; Teaching Methods
IDENTIFIERS- *Active Learning
The integration of recommendations, ideas, theories, and/or research results on the use of educational media in social studies with ideas, theories, recommendations, and research results concerning active learning in social studies is the focus of this paper. Educational media refers to software or hardware or both. Active learning refers to students using both mental and physical abilities and doing, creating, and participating. The students focused upon are secondary school students. The paper concludes with an explanation of an original theory of educational media developed for this study. (Author/DB)

ED 323 269 TM 015 539

Christner, Catherine; And Others
Priority Schools: The Third Year. Effective School Standards Report 1989-90.
Austin Independent School District, Tex. Office of Research and Evaluation.
PUB DATE- Jul 90
NOTE- 181p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Achievement Tests; *Compensatory Education; Educational Quality; Effective Schools Research; Elementary Education; *Minority Groups; *Neighborhood Schools; Outcomes of Education; *Program Evaluation; School Districts; *School Effectiveness; School Surveys; Standards; Student Placement; Test Results
IDENTIFIERS- *Austin Independent School District TX; Iowa Tests of Basic Skills; Peabody Picture Vocabulary Test (Revised); *Priority Schools; Texas Educational Assessment of Minimum Skills
In April of 1986-87, the School Board approved a student assignment plan which returned most elementary students to their neighborhood schools, creating 16 predominantly minority schools with many students from low-income families. To assure the quality of education in these schools, a 5-year plan was developed. This report summarizes results in each of these 16 priority schools. A summary of the second year of implementation is included that focuses on outcome variables. Priority school students were achieving at higher levels than before the implementation of the plan, as demonstrated by scores on the Texas Educational Assessment of Minimum Skills, the Iowa Tests of Basic Skills, and the Peabody Picture Vocabulary Test--Revised. Other indicators of success in these schools were: (1) improved attendance rates; (2) improved teacher attendance; (3) favorable parent opinion as indicated via administration of a survey; (4) favorable staff opinion; (5) a decline in the rates of teachers requesting transfers from priority schools; (6) improved gifted and talented programs; and (7) enhanced activities for multicultural education. In the third year of the plan, implementation included: full-day kindergarten at all schools; a lowered student to teacher ratio; extra support staff; and extra support and directives from the central office, including the Language Arts Mastery Program. Fifty-two tables in the text contain data about educational outcomes; and 11 attachments supplement the report. (SLD)

ED 323 104 SE 051 558

Depenbusch, Joyce Harmon
How Do We Group Wildlife? Teacher's Guide and Student Guide, Grade 5.
Kansas State Dept. of Wildlife and Parks, Pratt. Wildlife Education Service.
PUB DATE- 87
NOTE- 75p.; For related documents, see SE 051 553-559.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Conservation (Environment); *Elementary School Science; *Environmental Education; *Grade 5; Instructional Materials; Interdisciplinary Approach; Intermediate Grades; Natural Resources; Science Education; Science Materials; Teaching Guides; *Wildlife
IDENTIFIERS- *Habitats
This publication is a part of a series of materials in the Wildlife Education Service for Kansas youth series. The goal of the program is to provide information about wildlife and to establish in children an awareness and appreciation of wildlife. A booklet for children and a teacher's guide are included. The booklet was written for fifth-grade children but can be easily adapted for other grades. The materials are designed for multidisciplinary use. The teacher's guide includes the following materials: (1) an introduction and foreword; (2) an opinionnaire about the materials; (3) a student award form; (4) ideas for classroom bulletin boards; (5) reproducible worksheets for students; (6) supplemental activities and approaches for language arts, science, art, industrial arts, mathematics, social studies, music, and physical education; and (7) appendices which list resources and references, and includes a glossary of terms used in teaching this topic. (CW)

ED 323 169 SP 032 359

Krogh, Suzanne
The Integrated Early Childhood Curriculum.
REPORT NO.- ISBN-0-07-557053-X
PUB DATE- 90
NOTE- 414p.
AVAILABLE FROM- Order Department, McGraw Hill Publishing Company, Princeton Road, Hightstown, NJ 08520 ($24.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- *Affective Behavior; *Child Development; *Class Activities; Classroom Environment; *Elementary School Curriculum; Higher Education; *Integrated Curriculum; Parent Teacher Cooperation; Preschool Education; Primary Education; Socialization; Teacher Education; Teacher Role; Textbooks
This textbook provides an outline of an integrated curriculum for early childhood education. Part 1 discusses the human element in school: the child and the teacher and child development. Part 2 contains the curriculum itself and covers the subjects of language, mathematics, science, social studies, art, music, and movement. Guidelines provide direction toward integrating the subjects with children's natural and spontaneous interests. Part 3 covers parent and teacher relations, the history of experiments with the early childhood learning environment, and outlines of classroom activities for the preprimary and primary grades. (JD)

ED 323 185 SP 032 566

Odell, Sandra J.
Mentor Teacher Programs. What Resarch Says to the Teacher.
National Education Association, Washington, D.C.
PUB DATE- 90
NOTE- 36p.
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (Stock No. 1086-8-00, $3.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Beginning Teacher Induction; Elementary Secondary Education; *Helping Relationship; Literature Reviews; *Mentors; *Program Development; Teacher Attitudes; Teacher Behavior
This monograph surveys the literature and provides a broad understanding of the concept of mentoring and of the application of mentoring to teaching. A synthesis is presented of the research on mentoring, including an explication of the origin, value, and essence of the mentoring concept; the rationale for mentoring beginning teachers; and mentoring goals. Specific suggestions are presented for the mentoring teachers themselves and for establishing an effective teacher mentoring program. The mentoring process envisioned consists of four phases: (1) developing the relationship, preferably outside the teaching day; (2) mutually determining the mentoring content; (3) applying effective mentoring styles and strategies, generally relating to initiator- or responder-type styles and directive or nondirective strategies; and (4) disengaging the relationship so that the beginning teacher will not feel trauma but will be able to organize colleague-support networks. A 130-item bibliography is included. (JD)

ED 323 243 TM 015 448

Foster, Garrett R.; Southard, Margareda
Criteria for Setting Needs Priorities: The Practitioner's Perspective.
PUB DATE- 88
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Administrators; Boards of Education; Elementary School Teachers; Elementary Secondary Education; *Evaluation Criteria; Evaluation Problems; Evaluation Utilization; Evaluators; *Needs Assessment; Planning; Principals; *School Districts; Secondary School Teachers; *Teacher Attitudes
IDENTIFIERS- *Discrepancy Model; Florida; *Priorities

A survey of instructional, administrative, and policy-level personnel who participated in needs assessment studies in 12 Florida school districts revealed several problems in the use of the discrepancy model in needs assessment. Nine of the district studies focused on instructional needs, such as basic skills or early childhood education; two studies addressed inservice training needs; and one district study constituted a comprehensive needs assessment for long-range planning of instructional, managerial, and inservice programs. Within each of these 12 districts, questionnaires were sent to 24 school board members, 47 district-level administrative staff members, 43 school principals, and 36 teachers who had participated in a needs assessment study in the previous year. The response rate was 70% for board members, 87% for district-level administrators, 72% for principals, and 54% for teachers. The problems uncovered relate to the use of size of discrepancy as a basis for establishing needs priorities and to the setting of priorities without adequate consideration of potential solutions. Alternative criteria for setting needs priorities are presented. Needs assessments based on the importance of goals and size of discrepancy were effective in producing a list of needs ranked by priority; they were less effective in bringing about change. The limited use of needs assessment results was due, in part, to low confidence in the reliability of priorities based on size of discrepancy. Many practitioners preferred change-related criteria and suggested that integrating needs assessment processes with existing planning processes would improve the validity of decisions made about both needs and solutions. One data table is included. (TJH)

ED 323 090 SE 051 543

Tobin, Kenneth, Ed.; And Others
Windows into Science Classrooms: Problems Associated with Higher-Level Cognitive Learning.
REPORT NO - ISBN-1-85000-543-5
PUB DATE- 90
NOTE- 262p.
AVAILABLE FROM- Falmer Press, 1900 Frost Road, Suite 101, Bristol, PA 19007-1598 ($52.00 hardcopy--ISBN-1-85000-542-7; $24.00 paperback).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Biology; Case Studies; Cognitive Development; Cognitive Structures; Educational Environment; *Foreign Countries; High Schools; *Learning Processes; Learning Strategies; *Qualitative Research; *Science Education; Science Teachers; *Secondary School Science; Sex Differences; Student Attitudes
IDENTIFIERS- *Australia

This book is the result of the accumulated research of five researchers from the United States and Australia on a school in Coastal Australia. The research team shared a constructivist epistemology and interpreted the qualitative and quantitative data collected over a 10-week period in two classrooms from that perspective. Each chapter discusses those 10 weeks from a different perspective. The first chapter discusses research perspectives and theoretical framework. Chapter 2 contains a description of the methods used in the study and presents background information about the high school used as the subject of the study. In the third chapter, two teachers' beliefs associated with specific roles, their conceptualization of certain teaching roles and their understanding of the content are described. Chapter 4 examines gender differences examined in the classrooms of these two teachers. In chapter 5, the cognitive demands of the tasks, materials and tests in relation to the cognitive levels of the students are discussed. Chapter 6 focuses on the attitudes of students and the way in which they interacted with one another, the teacher, and learning resources during learning tasks. A view of the classroom through the perceptions of the students in the classroom is presented in chapter 7. The final chapter contains a synthesis of the findings and presents implications for further research, for teaching and learning, and for teacher preparation and enhancement. (CW)

ED 323 120 SO 020 867

Olson, Keith W.
United States Historians, Cold War Rhetoric, and The Finnish Winter War.
PUB DATE- 90
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Diplomatic History; *European History; Foreign Countries; *Foreign Policy; Historiography; International Relations; Presidents of the United States; *United States History; World History; *World War II
IDENTIFIERS- Cold War; *Finland; *Finnish Winter War; Historians
The U.S. attitude toward Finland during the Cold War years reveals much about U.S. society and politics. In particular, the war between Finland and the Soviet Union during 1939 and 1940 (Finnish Winter War) and the way in which the United States reacted to it at the time and in the years following World War II has relevance for better understanding of U.S. foreign policy and politics. The first part of this paper examines the Finnish Winter War and the U.S. reaction as historians have treated the matter. Postwar presidents have justified a number of foreign policy actions by pointing to the dangers of appeasement. They often have used the September 1938 Munich Conference as such an example. In analyzing this Cold War rhetoric, it is argued that if presidents wanted a sharp contrast between good and evil they could have found no better example than the Finnish Winter War. However, postwar presidents have avoided mention of the Winter War, and even mention of Finland. Four arguments are made as to why this has been the case. (DB)

ED 323 152 SO 030 203

Rix, Sara E., Ed.
American Woman 1990-91: A Status Report. Third Edition.
Women's Research & Education Inst., Washington, DC.
REPORT NO.- ISBN-0-393-30686-0
PUB DATE- 90
NOTE- 446p.
AVAILABLE FROM- W.W. Norton and Company, Inc., 500 Fifth Avenue, New York, NY 10110 (paperback--ISBN-0-393-30686-0--$10.95; hardback--ISBN-0-393-02840-2--$22.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Collected Works - Serials (022)
DESCRIPTORS- Civil Rights; *Family (Sociological Unit); *Family Status; Feminism; Higher Education; *Minority Groups; *Sex Bias; Statistical Data; *Womens Studies

This volume provides an overview of how U.S. women and their families are faring. The contents include statistical information and articles on women's issues and documents the progress for and by women. The topics covered include: (1) African American families in the United States; (2) women and affordable housing; (3) child care; (4) gender equality and employment policy; (5) women and contingent work; (6) women in medical school; (7) women in business; (8) women in art; (9) Hispanic women; (10) Asian and Pacific American women; (11) American Indian women; (12) U.S. women's movement today; (13) women and the peace movement; and (14) emergence and growth of women's studies programs. Tables, charts, statistical data, and an extensive bibliography also are included. (NL)

rated the performance of the mentors and the program at above average levels. Some recommendations are made for program improvement. The data collection instruments are appended. (JD)

ED 323 200 SP 032 591

Barnes, Susan
A Contrastive Study of Mentor and Nonmentor Teachers in Their Interactions with At-Risk Students.
PUB DATE- Apr 90
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Classroom Communication; *Classroom Environment; *Classroom Techniques; Comparative Analysis; *High Risk Students; High Schools; Interaction Process Analysis; Mentors; *Rapport; Secondary School Teachers; Student Attitudes; *Teacher Behavior; *Teacher Student Relationship

This exploratory study describes a sample of teacher-pupil interactions in a high school containing a large number of at-risk students. The study was also initiated to contrast a group of mentor teachers with nonmentor teachers in terms of teacher-pupil rapport. Mentors were chosen from a pool of volunteers by the school principal and a committee. Teacher-student rapport, one of the variables associated with at-risk status, was examined as a classroom condition of learning necessary to enhanced feelings of membership in the group. Observation of mentor and nonmentor teachers over a 3-day period in May focused on teacher-student interactions and on teacher actions likely to enhance student engagement and sense of class membership. Characteristics of high- and low-rapport classes are described; differences among teachers are identified and exemplified with anecdotal data. (JD)

ED 323 201 SP 032 594

ED 323 228 TM 015 431

Still, Jacquelyn H.
Evaluation of a Pilot Program for Computer Literacy in Grades K-8.
PUB DATE- 85
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Journal Articles (080) Reports - Research/Technical (143)
DESCRIPTORS- Achievement Gains; *Computer Literacy; Computer Science Education; Elementary Education; Elementary School Students; *Elementary School Teachers; Evaluation Methods; *Grade 6; Interviews; *Pilot Projects; Pretests Posttests; *Program Evaluation; Program Implementation; Program Improvement; Questionnaires; *School Districts; Secondary School Teachers; Student Attitudes
IDENTIFIERS- *Orange County Public Schools FL

A curriculum guide and suggested instructional resource materials were developed for a school district program in computer literacy for kindergarten through grade 8. The program was piloted with 43 teachers in 9 elementary schools and 1 junior high school in 1984 in the Orange County (Florida) School District. A structured response questionnaire and a structured interview form obtained opinions about the program from 39 teachers. Pretests and posttests concerning computer literacy were given to 309 sixth-grade participants and 312 sixth-grade controls. A student attitude questionnaire was also completed by 328 students in grade 6. Both teachers and students were positive about the program, and students' achievement gains were satisfactory. The program was to be implemented throughout the district the following year. Recommendations for improvement before district-wide implementation were made for: (1) the curriculum guide; (2) inservice training; (3) materials; (4) implementation; (5) hardware; and (6) objectives. Seven tables contain both teacher and student response information. (SLD)

ED 323 257 TM 015 500

Lehmann, Timothy; Holtan, Judith M.
Accounting for Quality through Assessment. Proceedings of the Norstar Conference on Excellence in Education (Albany, New York, December 1988).
Rockefeller Foundation, New York, N.Y.; State Univ. of New York, Saratoga Springs. Empire State Coll.
PUB DATE- Dec 88
NOTE- 89p.
AVAILABLE FROM- Nelson A. Rockefeller Institute of Government, 411 State Street, Albany, NY 12203.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Colleges; Conference Proceedings; *Educational Assessment; Educational Change; Educational Finance; Educational Quality; *Excellence in Education; Higher Education; National Programs; Public Opinion; State Agencies; State Aid; State Universities
IDENTIFIERS- Kings College PA; New York; Tennessee
Nine papers and associated remarks constituting the proceedings of the 1988 Norstar Conference concerning the assessment of performance in higher education, and two prefatory papers are presented. The prefatory papers are: (1) "A Context for Change: The Reform Movement in Higher Education" (Judith M. Holtan); and (2) "Models of Excellence and Approaches to Assessment" (Timothy Lehmann). The conference proceedings, under the rubric "Assessing Performance in Higher Education", include the following papers: (1) "Opening Remarks" (James W. Hall); (2) "Accountability for New York State Agencies" (Thea Hoeth); (3) "Academic Assessment: The Right Thing for the Right Reason" (Joseph C. Burke); (4) "National Perspectives on Assessment" (Carol M. Boyer); (5) "Public Perceptions of Higher Education" (Edward B. Fiske); (6) "The Tennessee Experience: Performance Funding" (Homer S. Fisher); (7) "The Tennessee Experience: The View from a Campus" (Trudy W. Banta); (8) "The King's College Experience" (D. W. Farmer); and (9) "Accountability and the Recognition of Education as a Collective Value" (E. Thomas Moran). A 90-item list of references is included. (TJH)

ED 323 282 UD 027 636

Finn, Chester E., Jr.
Ten Tentative Truths.
Center of the American Experiment, Minneapolis, MN.
PUB DATE- Jun 90
NOTE- 13p.; Paper based on keynote address, Center of the American Experiment Inaugural Conference (St. Paul, MN, April 4, 1990).
AVAILABLE FROM- Center of the American Experiment, 45 South 7th Street, Minneapolis, MN 55402.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Antisocial Behavior; *Behavior Standards; *Childhood Needs; *Child Welfare; Family Problems; Opinion Papers; Policy Formation; Poverty; Public Policy; *Social Behavior; *Social Problems; *Social Values

The 10 precepts offered in this paper in a spirit of tentativeness respond to the questions, "What ought society do when families crumble?" and "What ought government do when children are endangered?" The following ideas are discussed: (1) public policies and government programs should be differentiated according to the social capital accumulation in the lives of individual children and families; (2) a well-functioning society should speak the truth in public places about social norms that are known to be good for children and about the malignant consequences of deviating from those norms; (3) as a corollery, society members should understand and teach their fellow citizens that once the "normal" arrangements for child-rearing are ruptured, all alternatives are going to be worse; (4) antisocial behavior, not poverty, is the chief cause of the disintegrating family structure; (5) financial incentives cannot alter antisocial behavior and adults must be held legally accountable when they or their children deviate from behavioral norms; (6) social policy should be based on the principle that every child needs the loving care of one or more adults, but public policy cannot guarantee that every child will be loved; (7) private individuals and groups must implement social policy by addressing the moral, behavioral, spiritual, and emotional dimensions of children; (8) children should be removed from dysfunctional families and placed for adoption or in residential schools and orphanages; (9) means must be devised to build up "social capital" within the family and between parent and child; and (10) issues of "behavioral poverty" must be dealt with as firmly and with as much resolve as would be mobilized to meet a major menace to the national defense. (FMW)

ED 323 105 SE 051 559

Depenbusch, Joyce Harmon
Home Is Where the Habitat Is. Teacher's Guide and Student Guide, Grade 6.
Kansas State Dept. of Wildlife and Parks, Pratt. Wildlife Education Service.
PUB DATE- 87
NOTE- 76p.; For related documents, see SE 051 553-558.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Conservation (Environment); *Elementary School Science; *Environmental Education; *Grade 6; Instructional Materials; Interdisciplinary Approach; Intermediate Grades; Natural Resources; Science Education; Science Materials; Teaching Guides; *Wildlife
IDENTIFIERS- *Habitats

This publication is a part of a series of materials in the Wildlife Education Service for Kansas youth series. The goal of the program is to provide information about wildlife and to establish in children an awareness and appreciation of wildlife. A booklet for children and a teacher's guide are included. The booklet was written for sixth-grade children but can be easily adapted for other grades. The materials are designed for multidisciplinary use. The teacher's guide includes the following materials: (1) an introduction and foreword; (2) an opinionnaire about the materials; (3) a student award form; (4) ideas for classroom bulletin boards; (5) reproducible worksheets for students; (6) supplemental activities and approaches for language arts, science, art, industrial arts, mathematics, social studies, music, and physical education; and (7) appendices which list resources and references, and include a glossary of terms used in teaching this topic. (CW)

ED 323 170 SP 032 360

Leisure/Recreation Curriculum for Secondary Aged Students with Disabilities. Project C.R.E.O.L.E. Community Recreation Education on Leisure Education.
Jewish Community Centers of Greater Philadelphia, PA. David G. Neuman Senior Center.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Dec 88
NOTE- 226p.
CONTRACT- G008745389
AVAILABLE FROM- Special Education Department, Jefferson Parish Schools, 501 Manhattan Blvd., Harvey, LA 70058.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Athletics; Community Recreation Programs; *Creative Activities; Curriculum Development; Curriculum Guides; *Disabilities; *Leisure Education; *Outdoor Education; Physical Education; *Physical Fitness; Secondary Education; *Secondary School Students; Special Education
IDENTIFIERS- Louisiana (Jefferson Parish)

Project CREOLE (Community Recreation Education on Leisure Education) was designed to develop and implement a functional leisure/recreation training program as an integral aspect of special education services, and to promote the integration of individuals with handicaps into the programs of existing community recreation agencies. The use of systematic instructional technology, an increase in social interactions with nonhandicapped persons, active parent involvement, and transitional planning with community recreation agencies are the major aims of the project. The users of the curriculum are encouraged to teach the skill sequences in natural community settings so as to increase the likelihood of generalization, as well as the opportunity for actual community participation. The activities of the curriculum plan are organized into four units: (1) sports and fitness; (2) outdoor education; (3) physical recreation; and (4) games and creative arts. Each of the activities includes a goal statement, assessments, lead-up strategies, and suggested objectives for full and partial participation. Entry/Exit checklists of specific skills to be mastered, scored by levels of teacher assistance needed, are included in the curriculum. (JD)

ED 323 186 SP 032 569

Standards for Teacher Competence in Educational Assessment of Students.
American Federation of Teachers, Washington, D.C.; National Council on Measurement in Education, Washington, D.C.; National Education Association, Washington, D.C.
PUB DATE- 90
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Competence; Data Interpretation; Decision Making; *Educational Testing; Elementary Secondary Education; Grading; *Standards; *Student Evaluation; Teacher Associations; *Teacher Responsibility
IDENTIFIERS- *Teacher Knowledge

The assessment competencies set forth in this monograph are knowledge and skills critical to a teacher's role as an educator. It is suggested that the seven standards described as essential for educational assessment of students be incorporated into future teacher training and certification programs. The standards require that teachers be skilled in the following competencies: (1) choosing assessment methods appropriate for instructional decisions; (2) developing assessment methods appropriate for instructional decisions; (3) administering, scoring, and interpreting the results of both externally produced and teacher-produced assessment methods; (4) using assessment results when making decisions about individual students, planning teaching, developing curriculum, and school improvement; (5) developing valid pupil grading procedures which use pupil assessments; (6) communicating assessment results to students, parents, other lay audiences, and other educators; and (7) recognizing unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information. (JD)

ED 323 214 TM 015 372

Bateson, David J.
What Are Some of the Effects of Province-Wide Examinations: The Findings.
SPONS. AGENCY- British Columbia Dept. of Education, Victoria.
PUB DATE- 19 Apr 90
NOTE- 11p.; Paper presented at the Annual Meetings of the National Council on Measurement in Education (Boston, MA, April 17-19, 1990) and the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; College Bound Students; Foreign Countries; Grade 12; Graduation Requirements; High Schools; *High School Seniors; Parents; Principals; *Program Evaluation; *School Surveys; Secondary School Teachers; *Standardized Tests; Testing Problems; *Testing Programs
IDENTIFIERS- *British Columbia; *Provincial Examinations
Province-wide examinations as a graduation requirement were reinstated in British Columbia after a 10-year hiatus in 1983. This study assessed the impact of grade-12 subject examinations (embodied in the Provincial Examination Program) on students, teachers, administrators, employers, and the school system. Completed survey questionnaires were received from 1,833 students, 606 parents, 947 teachers, 160 principals, and 137 counselors. Interviews were conducted with 14 personnel officers from employers in the Province and 20 postsecondary admissions officers. Focus groups of students, teachers, parents, and administrators provided further information. Overall, the examination program appeared to be relatively well accepted. The most frequently suggested change was a decrease in the weighting given the examination in relation to the school marks in determining the student's final grade. Many respondents, particularly teachers and principals, called for an increased focus on critical thinking skills and problem solving, with less emphasis on the recall of information. Several respondents pointed out that the examinations were developed for the student intending to go on to higher education, without comparable attention to the majority of students leaving the educational system. In spite of the suggestions for change, it appeared that the Provincial Examination Program was working well. (SLD)

ED 323 270 TM 015 542

Crowe, Kevin
Selected Educational and Social Statistics, Nevada and National. Form C.
Nevada State Dept. of Education, Carson City. Planning, Research and Evaluation Branch.
PUB DATE- Jul 90
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Alcohol Abuse; Child Abuse; Drug Abuse; Educational Environment; *Educational Trends; Elementary Secondary Education; Enrollment; Financial Support; Health; *Institutional Characteristics; Parents; Pregnancy; Pregnant Students; *School Statistics; Social Environment; State Aid; *Statistical Data; *Student Characteristics; Substance Abuse; Suicide; *Teacher Characteristics; Teacher Salaries
IDENTIFIERS- *Nevada
Selected statistics on health and education in Nevada are presented, mainly for the 1988 and 1989 school years. Some facts are provided about students, teachers, and classrooms in Nevada. The total enrollment in Nevada schools in 1989 was 176,464, which represents an increase by 5% from 168,353 in 1988. Enrollment in Nevada grew at the fastest rate of any state in the nation, but increases in state financial support for education lagged behind. The number of Nevada classroom teachers showed a 12-year 4% increase to 8,699 in 1989. Teachers in Nevada were paid at about the national average. Nevada's classrooms continue to be very crowded; the student to teacher ratio in 1989 was 26 to 1. Related statistics on health and social issues in Nevada include information on: (1) substance abuse; (2) crack addicted infants and infants with fetal alcohol syndrome; (3) lost productivity costs; (4) health care costs and cost-effectiveness of alcohol and drug treatment; (5) youth suicide; (6) child abuse; and (7) teen pregnancy. Criminal repository statistics for the state are provided for: drug abuse violations; substance abuse related traffic fatalities; spousal abuse incidents; sentencing statistics for narcotics abusers; alcohol and drug related arrests; and drug abuse by clients in treatment. A 48-item list of references is provided. (SLD)

UD

ED 323 121 SO 020 873

DiGiacomo, James J.
Teaching Religion in a Catholic Secondary School. NCEA Keynote Series.

National Catholic Educational Association, Washington, D.C.
REPORT NO.- ISBN-1-5583-033-X
PUB DATE- 89
NOTE- 73p.
AVAILABLE FROM- National Catholic Educational Association, 1077 30th Street, NW, Suite 100, Washington, DC 20007-3852 ($6.60).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Catholic Educators; *Catholic Schools; Controversial Issues (Course Content); Educational Objectives; High Schools; Instructional Materials; *Religion Studies; *Religious Education; Skill Development; Student Development; Student Evaluation; Teacher Attitudes; Teaching Methods; Values
IDENTIFIERS- National Catholic Educational Association

In these increasingly rootless and spiritually vacant times, high school students, living through the difficult years of adolescence, have much to gain from Catholic schools, including the opportunity to learn and identify with a venerable religious and moral tradition. This 10 chapter guide outlines the various aspects of teaching religion in Catholic secondary schools. The chapters cover why teach religion; what should be taught; values; dealing with controversy; developing skills; teaching strategies; materials; assessment; occupational hazards; and a developmental perspective. A 9-item bibliography is included. (DB)

ED 323 137 SO 030 158

Prawat, Richard; And Others
Experts' Views on the Elementary Social Studies Curriculum: Visions of the Ideal and Critique of Current Practice (with Experts' Individual Statements). Elementary Subjects Center Series No. 14-A.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 90
NOTE- 238p.
CONTRACT- G0098C0226
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Design; Curriculum Development; Curriculum Evaluation; Educational Research; Elementary Education; *Elementary School Curriculum; Instructional Development; *Social Studies; Teaching Methods

This report summarizes and compares the views of six experts (three university professors and three elementary teachers) concerning elementary-level social studies teaching. The experts were asked to treat the topic comprehensively by addressing issues of curriculum (goals and objectives, selection and organization of content); instruction (presentation of input to students, teacher-student discourse, activities and assignments); and evaluation (formal and informal assessment of student progress toward key goals before, during, and after instruction). The experts addressed these issues in the context of both ideal programs (as outlined in their responses to a set of questions about what ideal curriculum, instruction, and evaluation practices in elementary programs would look like) and typical current practice (as outlined in their responses to questions calling for a critique of one of the most widely adopted elementary social studies curriculum series). This report first summarizes the positions articulated by the six experts considered individually, then compares the responses of the three professors treated as a group with those of the three teachers treated as a group. In the discussion, these group contrasts are considered with reference to their implications concerning the differences in purview between university-based scholars and elementary school teachers who share interests in social education. Finally, points of agreement between the two groups are considered with reference to their implications concerning ideal elementary social studies programs. (Author)

ED 323 153 SO 030 204

Cheek, Dennis W., Comp.
Resources for STS Education. Science, Technology, and Society.
National Science, Technology and Society Network, University Park, PA.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 89
NOTE- 70p.
CONTRACT- TPE8751239
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Curriculum Development; *Educational Resources; Elementary Secondary Education; Instructional Materials; Resource Materials; *Science and Society; Science Education; Science Programs; Scientific Literacy; Technological Literacy; *Technology

This guide to science, technology, and society (STS) education was assembled to assist school districts, curriculum specialists, and teachers in implementing STS in schools. The following categories of resources are included: newsletters and journals; academic series; general reading list; recent periodical literature; selected STS literature in ERIC; selected state education documents; selected programs and materials for elementary, middle school/junior high and high school; student assessment instruments and information; teacher in-service workshop materials; current periodical sources; films and videotapes; and computer software. (DB)

Myers, Charles B.; Neely, Ann M.
Professional Knowledge and Perceptions of Beginning Teacher Education Students: Institutional and Group Comparisons.
PUB DATE- 19 Apr 90
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Research/Technical (143)
DESCRIPTORS- Career Choice; College Students; Comparative Analysis; Educational Finance; *Education Majors; Elementary Secondary Education; *Faculty Workload; Higher Education; Preservice Teacher Education; Questionnaires; *Student Attitudes; *Teacher Salaries; Teaching (Occupation); *Teaching Conditions
IDENTIFIERS- *Student Surveys

Beginning teacher education students in two colleges and three universities were asked to describe their knowledge and perceptions of teaching and schools in the following areas: (1) the quality of K-12 schools; (2) characteristics of good and poor schools; (3) levels of school funding; (4) the quality of K-12 teachers; (5) characteristics of K-12 teachers in general; (6) characteristics of good and poor K-12 teachers; (7) salary information on K-12 teachers; (8) reasons for wanting to teach; and (9) workload, conditions, and factors affecting how well teachers like their work. Data are reported from a total of 535 questionnaires completed by undergraduate teacher education students as they attended the initial session of their introductory teacher education course. The data were compared across cohorts within and across institutions. The students rated schools and teachers as average or only slightly above average; they did not know how much teachers make but thought it was less than it really is; and they think that teachers work harder than practicing teachers say they do. For each question, the data are displayed in tables followed by a brief analysis. (JD)

ED 323 202 SP 032 596

Brown, Robert M.
What Do Teachers Know?
PUB DATE- Mar 89

ED 323 229 TM 015 432

Olejnik, Stephen F.; Algina, James
Type I Error Rate and Power of Rank Transform ANOVA When Populations Are Non-Normal and Have Equal Variance.
PUB DATE- 85
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Research/Technical (143)
DESCRIPTORS- *Analysis of Variance; Computer Simulation; *Error Patterns; *Population Distribution; Sample Size
IDENTIFIERS- *Power (Statistics); Rank Order Transformation; *Type I Errors; Variance (Statistical)
The rank transformation approach to analysis of variance (ANOVA) as a solution to the Behrens-Fisher problem was examined. Using simulation methodology, four parameters were manipulated for the two-group design: (1) ratio of population variances; (2) distribution form; (3) sample size; and (4) population mean difference. As a general solution to the group variance inequality problem, the results of this study do not provide sufficient evidence to recommend any single analysis approach. While the rank transform approach was less sensitive to variance inequality than was the parametric ANOVA F-ratio, unacceptably high Type I error rates were obtained when cell frequencies and group variances were inversely related. With equal cell frequencies or when cell frequencies were directly related to group variances, appropriate Type I error rates were obtained. Under these conditions, the Brown-Forsythe procedure for comparing group means provided greater power except when the sampled distribution was leptokurtic. It is contended that before computing hypothesis tests, researchers should first obtain descriptive summary statistics to determine the sample distribution characteristics and to use this information to guide their choice of analysis procedures. Five tables present simulation data. (Author/SLD)

ED 323 244 TM 015 449

Fisher, Sylvia Kay; Shibutani, Hirohide
A Computer Needs Analysis Model for School District Testing and Evaluation Offices.
PUB DATE- 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Research/Technical (143)
DESCRIPTORS- *Computer Networks; Computer Software; Elementary Secondary Education; Evaluation Methods; Evaluation Needs; Information Processing; *Management Information Systems; *Needs Assessment; Program Evaluation; *School Districts; *Systems Analysis; *Testing Programs

IDENTIFIERS- Pinellas County School System FL
A generalizable systems-based needs analysis model was developed to help school district testing and evaluation offices evaluate current problems with their information processing systems and identify additional computer capabilities required to upgrade their systems. The model contains four main phases, namely: definition of the department function and operations; implementation of a needs analysis; analysis of specific problems and potential solutions; and development of a computer network model to alleviate the verified problems. Areas covered by the model include computer software, computer system components, prototype model evaluation, allocation of personnel, computer capabilities, problem and solution inspection, and development of a network model. The model was implemented with the Pinellas County (Florida) School District Department of Program Evaluation and resulted in a cost-effective prescription for improving its current computer capabilities. One important feature of the needs assessment model was the involvement of staff members at each stage of the study. By the time the final proposal was made, staff members could clearly see that it addressed their needs. Three figures and one table are included. (TJH)

ED 323 091 SE 051 544

MacEachern, Diane
Save Our Planet--750 Everyday Ways You Can Help Clean Up the Earth.
REPORT NO.- ISBN-0-440-50267-5
PUB DATE- 90
NOTE- 223p.
AVAILABLE FROM- Dell Publishing Group, Inc., 666 Fifth Avenue, New York, NY 10103 ($9.95 plus $2.50 shipping and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavior Change; *Conservation (Environment); *Conservation Education; Ecological Factors; Ecology; *Environmental Education; *Hazardous Materials; *Natural Resources; Science Education; World Problems
IDENTIFIERS- *Global Climate Change
People, corporations and government are all responsible for the state of the environment and for their contributions to its care. By making small but substantial decisions about the things that are done, the goods that are bought, and the laws that are passed everyone can help to ensure a world that's fit for the future. If government and institutions are to be held accountable, then so must individuals. This book provides a brief glimpse into some of the world's environmental dilemmas. Clearly, the planet is in peril, and the blame for its destruction rests squarely on the shoulders of each and every person who contributes to the problem. Fortunately, much of the present situation is not irreversible. Most of this book focuses on ways to help contribute to the solutions to these dilemmas. This book is divided into chapters corresponding to typical human activities. Chapters are included on home, garden, supermarket, school, office, and community activities. Special sections for renters and apartment dwellers and for taking environmentally-friendly vacations have been included. The appendix lists books, catalogs, agencies, and organizations as resources for obtaining additional information. (CW)

ED 323 187 SP 032 571

Isaac, Teresa Ann; Schafer, Susan P.
Sex Equity in Sports Leadership: Implementing the Game Plan in Your Community.
Eastern Kentucky Univ., Lexington.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 89
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Qualifications; *Community Action; *Equal Opportunities (Jobs); *Leadership; Program Development; Program Evaluation; Public Relations; *Sex Fairness; *Womens Athletics
This manual about women and sports leadership--coach, official, athletic director, board of control member--explains why there should be concern about the lack of women in sports leadership positions. It also explains how programs can be implemented to increase the number of women in these positions. The first chapter presents a brief history of athletics for girls and women in the United States. Chapter 2 offers a step-by-step procedure for starting a sports equity program in the community. The third chapter discusses using the media to expedite development of sports programs. In chapter 4, a step-by-step procedure for hosting a community-wide conference on equity issues in sports is presented. Chapter 5 highlights the evaluation process for sports programs. The final chapter focuses on providing ongoing support to women interested in coaching, officiating, and athletic administration. (JD)

ED 323 258 TM 015 501

McCann, Kaye R.
Delaware Educational Assessment Program 1989 Report to the Legislature.
Delaware State Dept. of Public Instruction, Dover. Div. of Research, Planning, and Evaluation.
PUB DATE- Dec 89
NOTE- 186p.
AVAILABLE FROM- Bureau of Archives and Records, Hall of Records, P.O. Box 1401, Dover, DE 19903 (microfiche).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; Language Skills; Listening Skills; Mathematics Achievement; Minimum Competency Testing; *Norm Referenced Tests; Public Schools; Reading Achievement; School Districts; *School Statistics; Science Education; Social Sciences; Spelling; *State Programs; Study Skills; Testing Programs; Test Norms; *Test Results; Thinking Skills
IDENTIFIERS- *Delaware Educational Assessment Program; *Stanford Achievement Tests
Results for the Spring 1989 Delaware Educational Assessment Program are presented. The assessment involved the administration of a newly normed test--the Stanford Achievement Test, Eighth Edition--to approximately 65,000 public school students in grades 1 through 8 and 11 during the period extending from April 5 through 18, 1989. Among other things, the program provides annual student performance data at the state, district, school, and student levels in the basic skill areas. In 1989, additional information was provided on listening and higher order thinking skills. The program includes all regular and special education students, with the exception of students in special schools or intensive learning centers. The performance of Delaware students as a whole compared well with the new national norms. Results are presented for the following 17 school districts as average scores for regular and special education students combined: Appoquinimink, Brandywine, Caesar Rodney, Cape Henlopen, Capital, Christina, Colonial, Delmar, Indian River, Lake Forest, Laurel, Milford, New Castle County Vocational-Technical, Red Clay Consolidated, Seaford, Smyrna, and Woodbridge. Skills assessed include listening, reading, mathematics, language/English skills, spelling, study skills, physical science, social science, and higher order thinking skills. The percentages of correct responses by items for 6 content areas are tabulated, and the parent report is included. (TJH)

ED 323 283 UD 027 638

Hofferth, Sandra L.; Wissoker, Douglas A.
Quality, Price, and Income in Child Care Choice.
Urban Inst., Washington, D.C.
SPONS. AGENCY- Smith Richardson Foundation, Inc., Greensboro, N.C.
PUB DATE- Feb 90
NOTE- 55p.; Paper presented at the Annual Meeting of the Population Association of America (Toronto, Ontario, May 3-5, 1990).
AVAILABLE FROM- The Urban Institute, 2100 M Street NW, Washington DC 20037.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Child Caregivers; *Costs; *Day Care; Day Care Centers; Extended Family; *Family Financial Resources; Family Income; *Family Programs; Fathers; Models; Predictor Variables; Public Policy
IDENTIFIERS- *Babysitters; *Policy Implications
This study uses a multinomial logic model to examine the impact of price, quality, family income, and family characteristics on the choice of child care. Price is measured in terms of predicted expenditures on care. Quality is measured by the ratio of children to staff. The following modes of care are examined: (1) day care center or nursery school; (2) care by sitter; (3) care by relative; and (4) care by husband/partner. Statistical data on employed women (i.e., women who were either working, in training, or in school) were drawn from the 1985 wave of the National Longitudinal Survey of Youth for analysis. The following summary findings are reported: (1) price is the most important factor affecting the choice of care; (2) quality of care is a significant factor in the choice of center care; (3) family income affects how much is spent for center care, but does not affect which mode of care is chosen; and (4) the mother's earnings do not affect how much is spent on care, but do affect the mode of care chosen. The following policy implications are outlined: (1) policies that raise family income allow families who use center care to pay more for it, but are not likely to affect the mode of care chosen; (2) policies that increase the mother's income will not affect how much is spent on care, but should encourage the choice of center care over other modes; (3) policies that reduce the price of care should encourage the choice of centers and sitters; and (4) policies that raise the quality of center care are likely to encourage the choice of centers. Statistical data are included on seven tables. A list of 33 references is appended. (FMW)

ED 323 106 SE 051 560

Whimbey, Arthur; And Others
Thinking through Math Word Problems: Strategies for Intermediate Elementary School Students.
REPORT NO.- ISBN-0-8058-0603-2
PUB DATE- 90
NOTE- 145p.
AVAILABLE FROM- Lawrence Erlbaum Associates, Inc., Publisher, 365 Broadway, Hillsdale, NJ 07642 ($14.95).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Addition; *Computation; Creative Thinking; Division; Elementary Education; *Elementary School Mathematics; Fractions; *Learning Activities; Learning Strategies; *Mathematical Applications; Mathematics Education; Multiplication; *Problem Sets; Subtraction; *Word Problems (Mathematics)
Learning the techniques of critical thinking and problem solving can be easy for children when presented problems involving fun topics. Problem sets which range from easy to hard written by elementary school students and educational consultants are included. Topics include addition, subtraction, multiplication, division, and fractions. Each topic is divided into lessons which vary in length from six to 14 problems each. The problem sets were designed for use by elementary school students through the intermediate grades. (CW)

ED 323 154 SO 030 205

Pallasch, Brian Thomas
Making United States Foreign Policy...The Process...The Role of the Citizen. Resource Packet.
Council for the Advancement of Citizenship, Washington, DC.
PUB DATE- May 90
NOTE- 37p.; Citizen Education and Peace Project.
AVAILABLE FROM- Council for the Advancement of Citizenship, 1724 Massachusetts Avenue, N.W., Suite 300, Washington, DC 20036 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Citizenship Responsibility; Foreign Countries; *Foreign Policy; *History Instruction; Instructional Materials; Secondary Education; Social Studies; *United States History

This resource packet is designed to provide teachers and civic educators with an understanding of the making of U.S. foreign policy. The materials may be used as the basis for classes and programs to teach about foreign policy and cover such topics as: (1) how foreign policy is made in the United States; (2) the role of the president, the executive branch, and of Congress; (3) selected past foreign policy decisions and the role of the President, the executive branch, and the Congress had in the making of the decisions; and (4) how a citizen can have an effect on the foreign policy process, and become involved in the process. The material provided includes program and curriculum ideas, discussion questions, a reading list, resources, and organizations with related resources. (NL)

ED 323 171 SP 032 487

Mills, Johnnie R.; And Others
Improving Teacher Education: A Conscious Choice.
REPORT NO.- ISBN-0-8403-5364-2
PUB DATE- 89
NOTE- 138p.
AVAILABLE FROM- Kendall/Hunt Publishing Co., 246 Kerper Blvd., P.O. Box 539, Dubuque, IA 52004-0539, Attn: Order Department ($18.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Black Colleges; Educational Change; *Excellence in Education; Faculty Development; Higher Education; Preservice Teacher Education; *Program Development; Program Evaluation; *Program Improvement; Student Evaluation; *Teacher Education Curriculum; *Teacher Education Programs; Test Wiseness
IDENTIFIERS- Grambling College LA
This book recounts the successful 8-year effort on the part of Grambling State Univesity, a historically black college in Louisiana, to raise the success rate of its students in passing the National Teacher Examination. The chapters in the book include: (1) "Excellence: In Search of Meaning" (Johnnie R. Mills); (2) "Literacy in Student Performance: A Data Base for Change" (Johnnie R. Mills); (3) "First Things First: Preparation for Change" (Johnnie R. Mills); (4) "Overture for Excellence: Toward a Program Plan" (Johnnie R. Mills); (5) "No U-Turns: Comprehensive Curriculum Revision" (Jo Ann Dauzat); (6) "Faculty Development for Excellence" (Jo Ann Dauzat); (7) "Monitoring: Student, Faculty, and Change" (Earline Simms); (8) "The Deanship: Major Problems Confronting Leadership for Academic Excellence" (Burnett Joiner); and (9) "Progress: Program Outcomes and Lessons Learned" (Burnett Joiner). After chapters 1, 2, 3, 6, and 9, consultant's notes provide an outsider's account of what happened at Grambling, assessments of problems, and evaluation of the college's achievements. (JD)

ED 323 215 TM 015 383

Bobner, Ronald F.; And Others
Chaos Modeling: Increasing Educational Researchers' Awareness of a New Tool.
PUB DATE- Oct 89
NOTE- 44p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 20, 1989). Figures may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; Elementary Secondary Education; *Mathematical Models; *Research Methodology; *Systems Analysis; Theory Practice Relationship
IDENTIFIERS- *Chaos Theory; Fractals
Chaos theory is being used as a tool to study a wide variety of phenomena. It is a philosophical and empirical approach that attempts to explain relationships previously thought to be totally random. Although some relationships are truly random, many data appear to be random but reveal repeatable patterns of behavior under further investigation. Chaos theory is concerned with chaotic systems that demonstrate: (1) constrained randomness; (2) self-referential systems (feedback mechanisms); and (3) fractals (dimensions that are a measure of the relative degree of complexity of an object). Another fundamental characteristic of chaotic systems is sensitivity to initial conditions. Many parallels exist between chaos theory and traditional research methodologies, as illustrated via a discussion of the concept of strange attractor (the phase space diagrams of chaotic systems), and much controversy surrounds applications of chaos theory. Because chaos theory is essentially systems oriented, it has many possible applications in education. The most immediate will come from study of individual brain function and how people learn. A new frontier in chaos theory is its application to organizational structures, which may give valuable insights into classroom structure and building and district organizations. Accuracy of communications, centralization versus decentralization, and control of disruptive behaviors in the classroom are a few examples of likely candidates for this type of research. Sixteen figures are included. (SLD)

ED 323 230 TM 015 433

Sawilowsky, Shlomo
A Comparison of Random Normal Scores Test under the F and Chi-Square Distributions to the 2x2x2 ANOVA Test.
PUB DATE- 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Research/Technical (143)
DESCRIPTORS- *Analysis of Variance; *Chi Square; Comparative Analysis; Computer Simulation; Monte Carlo Methods; Population Distribution; *Robustness (Statistics); Tables (Data)
IDENTIFIERS- Asymptotic Distributions; *F Test; Power (Statistics); *Random Normal Scores Test
The Random Normal Scores Test (RNST) has been suggested as a powerful alternative to the use of the parametric analysis of variance (ANOVA) test when the underlying population is non-normally distributed. The major support for this suggestion rests on asymptotic theory. An empirical analysis of the RNST performed under the F and Chi-square distributions is reported. A descriptive exploratory design was used. Monte Carlo methods were used to generate the data and to describe their characteristics. Two sample sizes were investigated. For the smaller sample size of 2 observations per cell, 42 treatment combinations of main effects and interactions were investigated. For the larger sample size of 20 observations per cell, 26 treatment combinations were studied. Results were charted in 390 tables; 7 of these tables are included as a representative sample. The RNST was shown to be non-robust and not a powerful alternative to the ANOVA test in the balanced 2x2x2 layout for various population distributions, sample sizes, and nominal alpha levels selected. A suitable alternative to ANOVA under conditions of non-normal distributions is still required. (SLD)

ED 323 245 TM 015 450

Banerji, Madhabi
Longitudinal Effects of Retention and Promotion in Kindergarten on Academic Achievement.
PUB DATE- 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Child Development; Comparative Analysis; *Grade Repetition; Individualized Education Programs; *Kindergarten Children; Longitudinal Studies; Mathematics Achievement; Primary Education; *Program Evaluation; Reading Achievement; *Remedial Programs; Student Development; *Student Promotion
IDENTIFIERS- Pasco County School District FL; *Primary Education Program FL; School Effects
Same-year and same-grade comparisons were made of a matched sample of students who had been retained in kindergarten for a second year and who had been promoted after 1 year from kindergarten within the Pasco County (Florida) School System. Retained subjects (n=34) consisted of kindergarten students enrolled in the system's developmental kindergartens during the 1984-85 academic year. The developmental program constitutes a component of the state-legislated Primary Education Program for at-risk students. A matched group of non-retained subjects (n=33) was used as a control. Longitudinal performance in first, second, and third grades was studied using standardized test scores in reading and mathematics, and students' performances were compared using multivariate analyses and Bonferroni comparisons. For both the same-year and the same-grade comparisons, significant group effects were found in reading; however, significant group effects were found in mathematics only for same-grade comparisons. Significant interaction effects were found for both disciplines. Results underscore the possibility that an individualized education plan during the retained year could be partly responsible for the improvement in performance for retainees. Five data tables and four graphs are included. (Author/TJH)

ED 323 122 SO 020 876

Basic Education and Competence in the Member States of the European Community.
EURYDICE Central Unit, Brussels (Belgium).
REPORT NO.- ISBN-2-87116-120-8
PUB DATE- 88
NOTE- 31p.; Analysis prepared in the context of the Seminar of Senior Officials on Basic Education (Brussels, Belgium June 25-27, 1987). Document printed on colored stock, therefore reproducibility may be affected.
AVAILABLE FROM- EURYDICE European Unit, Rue Archimede, 17 Bte17, B-1040 Brussels, Belgium.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Competence; *Educational Assessment; Educational Policy; Elementary Secondary Education; *Foreign Countries; International Programs; National Norms; *National Surveys; *Primary Education
IDENTIFIERS- *European Community
This document is an overview of the similarities and differences existing among the basic education policies of the member states in the European Community. The responses of member states to a questionnaire drawn up by EURYDICE (the Education Information Network in the European Community) are analyzed. There are three main aspects to the analysis: (1) the components of basic education; (2) characteristics of the ways in which the contents of basic education are defined and have evolved; and (3) evaluation. The measurement of responses to the questions concerning these topics is compiled and provided in table and chart format. A statement regarding the background and purpose of EURYDICE also is included. (DB)

ED 323 138 SO 030 162

Debt and Democracy in Latin America. U.S. Foreign Policy Conference (30th, Airlie House, Proceedings on Strategy for Peace, Warrenton, Virginia, October 19-21, 1989).
Stanley Foundation, Muscatine, Iowa.
REPORT NO.- ISSN-0748-9641
PUB DATE- 89
NOTE- 23p.

AVAILABLE FROM- Stanley Foundation, 216 Sycamore Street, Suite 500, Muscatine, IA 52761.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Proceedings (021)
DESCRIPTORS- Area Studies; Developing Nations; *Economic Factors; Economic Impact; Foreign Policy; Global Approach; Government Role; *International Relations; Loan Default; *Loan Repayment; Poverty
IDENTIFIERS- *Latin America

An annual assembly of a panel of experts from the public and private sectors assessed specific foreign policy issues and recommended future direction. The oneset of the debt crisis in 1982 generated fears regarding the future of democracy in Latin America. The focus on the assembled experts was on the role of external pressures and the impact of U.S. policy, such as the Baker and Brady Plans, and of international financial institutions, such as the International Monetary Fund and World Bank. The United States can no longer control events in Latin America. The question now is how best to use the influence and resources that remain. Since the Cold War has ended, the United States now should support countries without fear of expansion of Soviet influence in the region. There was broad agreement among the participants that for Latin America to grow and develop, additional debt relief or loans should be granted by Europe, Japan, and Canada, and other industrialized countries should be encouraged to provide economic resources that are tied to economic reforms. (ML)

NOTE- 7p.; Paper presented at a Meeting of the North Carolina Association for Research in Education (Raleigh, NC, March 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Education; *Educational Background; Graduate Students; Higher Education; History; *Knowledge Level; Literature; Questionnaires; Surveys; Western Civilization
IDENTIFIERS- *Cultural Literacy

A brief report is given on the results of a study based on the study by E. D. Hirsch, "Cultural Literacy: What Every American Needs to Know." A sample questionnaire of 25 items from the work was submitted to 108 graduate students, of whom 85 were teachers and 23 were nonteachers. Overall, the respondents scored 24 percent out of a possible 100 percent, with the range of individual scores from 0 to 92 percent, and an item range from 2 to 74 percent. Results indicate that teachers and other educated individuals know about 25 percent of what, according to Hirsch, high school graduates should know. (JD)

ED 323 203 SP 032 609

Valdes, Alice
Physical Fitness Assessment.
Delaware State Dept. of Public Instruction, Dover. Div. of Research, Planning, and Evaluation.
PUB DATE- May 89
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

ED 323 271 UD 027 482

Edwards, Nancy; And Others
Chapter I: Neglected or Delinquent Program.
Houston Independent School District, Tex.
PUB DATE- 90
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Basic Skills; *Child Neglect; Compensatory Education; *Delinquency; Educationally Disadvantaged; Elementary Secondary Education; *Institutionalized Persons; Program Evaluation; *Student Characteristics; *Tutorial Programs; Urban Schools
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Texas (Houston)
This evaluation of the 1988/89 compensatory education program for neglected or delinquent youth in Houston found that all youth referred to the program had been tested for eligibility but not all those eligible received services. The program is funded under Chapter 1 of the Education Consolidation and Improvement Act and offers tutorial services designed to assist students residing at ten participating institutions to overcome their educational deficiencies. Evaluation information was collected from teacher and tutor service rosters, site visits, and structured interviews with personnel. The following findings are reported: (1) of the 987 students served, 62 percent were male, 46 percent were black, 77 percent were between the ages of 14 and 17, and 81 percent were in the seventh through the tenth grades; (2) 51 percent of the students were tutored in both reading and mathematics, 11 percent were tutored in reading only, and 14 percent were tutored in mathematics only; (3) 23 percent of the students tested for eligibility were not tutored because they did not remain in the institution long enough to receive instruction; (4) all students referred for tutoring were tested for eligibility; (5) 93 percent of the students at nine of the institutions received tutoring but 57 percent of the students at one institution were not tutored; and (6) teachers perceived that the program helped most students but the students' non-academic problems made it difficult for them to improve their academic achievement. Statistical data are included on four tables. (FMW)

ED 323 092 SE 051 545

Mays, Katherine
AAPT Guidelines for High School Physics Programs.
American Association of Physics Teachers, College Park, MD.
PUB DATE- 86
NOTE- 14p.; For the Guidelines for Two-Year College Physics Programs, see SE 051 548.
AVAILABLE FROM- American Association of Physics Teachers, 5112 Berwyn Road, College Park, MD 20740 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Budgets; Educational Facilities; High Schools; Organizations (Groups); *Physics; Professional Development; Science Curriculum; Science Education; *Science Instruction; *Science Materials; *Secondary School Science; Staff Development; *Standards; Teaching Load; Textbooks
IDENTIFIERS- *American Association of Physics Teachers
The quality of a high school's physics program is determined in part by the quality of preparation and the overall workload of its teachers, along with the provision for adequate budgets, facilities, and support services. The guidelines presented in this booklet were prepared by a task force of the American Association of Physics Teachers (AAPT) to assist high school administrators and science teachers in establishing and developing reasonable standards for physics instruction in their schools. These guidelines are presented under several different headings: (1) "Teaching Load"; (2) "Curriculum"; (3) "Professional Growth"; (4) "Teaching Facilities"; (5) "Printed Resources"; and (6) "Budget." (CW)

ED 323 107 SE 051 561

Ellis, Carol; McDaniel, Nan
Starting Apple LOGO, Parts 1, 2 and Task Cards--Level S.
Spartanburg County School District 7, S.C.
PUB DATE- 84
NOTE- 67p.; For related document, see SE 051 562.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Computer Graphics; *Computer Uses in Education; Elementary Education; *Elementary School Mathematics; Estimation (Mathematics); *Geometry; *Individualized Instruction; Mathematics Education; *Problem Solving; *Programing Languages
IDENTIFIERS- *LOGO Programing Language
This unit is designed to acquaint elementary students with the way a computer operates and the way people communicate with computers. The format of the unit was designed so that the instruction can be provided by the classroom teacher. The lessons are constructed so that, with some teacher guidance, the students can work through them step by step. Follow-up activities for each lesson provide students with an opportunity to apply what they have learned in the lesson sequence. Challenge assignments provide additional stimulation for students who learn the language more quickly than others. Included in this document are parts one and two of the "Starting Apple LOGO" program and 15 task cards. The program includes five lessons and two sets of supplementary activities. (CW)

ED 323 188 SP 032 572

Olsen, Dwayne G.; Heyse, Kathy L.
Development and Concerns of First-year and Reentry Teachers with and without Mentors.
PUB DATE- 20 Apr 90
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; *Mentors; *Professional Development; *Reentry Workers; Teacher Attitudes; Teacher Characteristics; *Teacher Effectiveness
IDENTIFIERS- *Teacher Concerns Theory (Fuller)
This study sought to determine if the Fuller Teacher Concerns Theory explains the development of first-year teachers with and without mentors and of reentry teachers with and without mentors. The Fuller Theory identified three stages of concern as teachers develop professionally: self-survival, teaching tasks, and impact on students. Data were gathered in three semistructured interviews with four groups of teachers categorized as beginning teachers with and without mentors and reentry teachers with and without mentors. Interviews were conducted in October 1986, and February and May 1987. Data indicated changes in concerns in the four groups of teachers over the school year. Although all four groups initially identified considerable concern about discipline, this concern declined during the year. First-year teachers with mentors showed a decline in concern for self and task and an increase in impact concerns over the first year. Those without mentors also showed decrease in self concerns and increase in impact concerns, but remained at the same level for task concerns throughout the year. Reentry teachers with mentors showed limited development; reentry teachers without mentors made the greatest progress through the stages of the Fuller Teacher Concerns Theory. Questions are raised on how closely mentor teachers should work with mentees and when that support should be withdrawn. (JD)

ED 323 123 SO 030 061

Anderson, Jeremy
Teaching Map Skills: An Inductive Approach. Topics in Geography, No. 8.
National Council for Geographic Education.
PUB DATE- 86
NOTE- 35p.
AVAILABLE FROM- National Council for Geographic Education, 16A Leonard Hall, Indiana University of Pennsylvania, Indiana, PA 15705 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Structures; Elementary Secondary Education; Geographic Concepts; Geography; *Geography Instruction; *Induction; Instructional Materials; Learning Processes; Learning Strategies; *Map Skills; Resource Units; Social Studies; Teaching Guides
This document contains lessons designed for teaching geography and map skills to intermediate level students, although many may be adapted to other grade levels. The lessons place heavy reliance on children making a series of individual and collective maps. The 16 lessons included are: (1) mental maps; (2) conventional maps; (3) map elements; (4) map evaluation; (5) map symbols; (6) orientation; (7) making a photomap; (8) community map; (9) making a turf map; (10) using map grids; (11) map scale; (12) making a map scale; (13) map-reading review; (14) using the grid; (15) making outline maps; and (16) special purpose maps. Thirty-six figures appear throughout the guide, and a 31-item reference list is included. Three appendixes refer to sources of specialized maps. (DB)

ED 323 155 SO 030 212

Whispers from the Past: A Collection of Folklore by North Carolina Students. North Carolina Heritage Week 1990: "The Arts: From the Past into the Future."
North Carolina Dept. of Public Instruction, Raleigh. Div. of Teacher Education.
PUB DATE- 90
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Historical Materials (060)
DESCRIPTORS- Class Activities; Curriculum Enrichment; *Folk Culture; *Instructional Innovation; *Oral History; *Student Participation
IDENTIFIERS- *North Carolina

As part of the North Carolina 1990 Heritage Week Celebration, all North Carolina schools were invited to participate in a unique project known as "Tales and Technology." For this project, students were invited to gather folk tales about traditions, family stories, names of places, or tales that had been passed from one person to another, and then to submit the tales to the Department of Public Instruction through telecommunications or as text files on a computer diskette. The project is presented as an example of integrated learning where the students involved combined the arts, history, writing projects, and technology using computers to produce their work. The collection includes horror stories, tall tales, legends, personal experiences, and stories about place names. (NL)

ED 323 172 SP 032 499

Kolander, Cheryl A.; Chandler, Cynthia K.
Spiritual Health: A Balance of All Dimensions.
PUB DATE- 1 Apr 90
NOTE- 20p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (New Orleans, LA, March 28-April 1, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Health Education; Health Promotion; Higher Education; *Individual Needs; *Life Satisfaction; *Self Actualization; Transparencies; *Values Clarification; *Well Being
IDENTIFIERS- *Spiritual Development; *Spiritual Health
This paper addresses some theoretical implications regarding the concept of spirituality and offers some practical suggestions for including spiritual health in the health education program. A traditionally accepted model of health (Hettler, 1979), the six dimensions of wellness are the intellectual, emotional, physical, social, occupational, and spiritual dimensions. In this model, spiritual health is considered as one of six equally important dimensions of wellness. A contrasting view, however, is that spiritual health is the source of all the other dimensions, and that spirituality is the over-arching umbrella covering all of the other aspects of health, representing the essence of who and what the individual is. An activity is outlined that provides students with an opportunity to discuss thoughts about spirituality as presented by a variety of authors. An individual's selection of a quotation is assumed to be guided by a personal understanding and view of spirituality. The quotation is read within the group and each student expresses an interpretation of the meaning and implications for spiritual health. The activity culminates with guided discussion by the entire group. The 14 quotations, and their sources, are appended along with 5 transparency masters. (JD)

ED 323 216 TM 015 387

Jenkins, John M.; And Others
Learning Style Profile Handbook: I. Developing Cognitive Skills.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- 90
NOTE- 84p.
AVAILABLE FROM- National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091-1598.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classification; Cognitive Processes; *Cognitive Style; Cognitive Tests; Discrimination Learning; Guides; *Learning Processes; Memory; Secondary Education; *Skill Development; Spatial Ability; Student Evaluation; Test Use; *Thinking Skills
IDENTIFIERS- *Learning Style Profile (NASSP)
The National Association of Secondary School Principals (NASSP) published a new learning style instrument in 1986--the NASSP Learning Style Profile (LSP). The LSP yields independent scores on 24 discrete elements of learning style. Its purpose is to provide educators with a well-validated and easy to use instrument for diagnosing cognitive styles, perceptual response tendencies, and study and instructional preferences of middle level and senior high school students. The LSP offers school practitioners a way to personalize the instructional process, identify the dominant stylistic characteristics of students, and plan instruction accordingly. This practical guide presents exercises to enhance the cognitive skills diagnosed by the LSP. The exercises, which draw on sample items from the LSP, are designed to augment each of the following areas: (1) analytic skill; (2) spatial skill; (3) discrimination skill; (4) categorization skill; (5) sequential processing skill; (5) simultaneous processing skill; (6) memory skill; and (7) verbal-spatial preference. Grade-level designations are listed for each activity. Appendix A provides a key to complicated performance activities, and Appendix B presents a LSP interpretation form. (SLD)

ED 323 231 TM 015 434

Tate, Richard L.
Assessment of School Merit with Multiple Regression: Methods and Critique.
PUB DATE- 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Causal Models; *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Evaluation Problems; Mathematical Models; *Multiple Regression Analysis; *Outcomes of Education; Reliability; *School Effectiveness; *Statistical Bias; Validity
IDENTIFIERS- *School Merit
Regression-based adjustment of student outcomes for the assessment of the merit of schools is considered. First, the basics of causal modeling and multiple regression are briefly reviewed. Then, two common regression-based adjustment procedures are described, pointing out that the validity of the final assessments depends on: (1) the degree to which the assumed adjustment model accurately reflects the actual causal processes of schooling in the target school district; and (2) the validity and reliability of the measurement of all necessary variables. In the final section, it is argued that assessment of school merit should not be based solely on regression-based adjustment of student outcomes because state-of-the-art knowledge of causal processes and measurement skills is not adequate to ensure reasonable accuracy. Based on the contention that each approach to merit assessment currently has serious flaws, it seems likely that the greatest confidence in the fairness of any merit assessment would result when the assessment system is based on several different approaches, including adjusted student outcome comparisons, and is tempered by informed judgment. A simple example is used to illustrate the possible severity of bias introduced by a single "specification error" in the model. However, it is suggested that regression-based procedures might play other, less central, roles in the assessment of school merit. Two tables and one figure are provided. (Author/SLD)

ED 323 259 TM 015 503

Becker, Douglas F.; Forsyth, Robert A.
Gender Differences in Academic Achievement in Grades 3 through 12: A Longitudinal Analysis.
PUB DATE- Apr 90
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *Academic Achievement; *Achievement Tests; *Elementary School Students; Elementary Secondary Education; Females; Individual Development; Information Utilization; Language Usage; Longitudinal Studies; Males; Mathematics Achievement; Problem Solving; Reading Achievement; *Secondary School Students; *Sex Differences; *Standardized Tests; State Programs; Student Development; Testing Programs; Vocabulary
IDENTIFIERS- Iowa Tests of Basic Skills

Gender differences in achievement were studied in five academic areas: (1) vocabulary; (2) language usage; (3) reading; (4) mathematics problem solving; and (5) using sources of information. Standardized achievement test scores for a sample of 3,002 students (1,642 females and 1,360 males) who were tested in each of 10 consecutive years, grades 3 through 12, were used to assess these differences. Data were from the Iowa Statewide Testing Program, using the Iowa Tests of Basic Skills and the Iowa Tests of Educational Development. Selected percentiles used to estimate both female and male score distributions for each subtest area were: 90th; 75th; 50th; 25th; and 10th. Results show fairly consistent patterns of differences. Males generally performed better at the upper percentile levels in vocabulary and mathematics problem solving, and females performed better at lower percentile levels in all content areas, as well as at all percentile levels of the score distribution and across all grades for the language usage area. Developmental patterns of differences between male and female performance appeared when different ability levels were examined. Seven tables and five graphs present study data. (SLD)

ED 323 284 UD 027 640

De Lone, Richard H.
Replication: A Strategy To Improve the Delivery of Education and Job Training Programs.
Public/Private Ventures, Philadelphia, PA.
PUB DATE- 90
NOTE- 69p.
AVAILABLE FROM- Public/Private Ventures, 399 Market Street, Philadelphia, PA 19106-2178.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Demonstration Programs; Elementary Secondary Education; *Job Training; Models; *Program Effectiveness; *Program Implementation
IDENTIFIERS- *Replication

This study draws on literature reviews, interviews, and case studies to examine the viability of replication strategies in education and employment training. Replication is a dynamic process for improving the quality of local services by developing credible knowledge about effective program models, and reproducing those models in a variety of local settings by a process that includes adaptation and evolution while maintaining the results of the original. "Planned replication" by a third-party planning agency appears to be more effective than either legislated replication or locally initiated replication. The effectiveness of the following examples of planned replication of education and job training programs is reviewed: (1) the Comprehensive Competencies Program (CCP); (2) the Summer Training and Education Program (STEP); (3) Jobs for America's Graduates (JAG); (4) Experience Based Career Education (EBCE); and (5) the Coalition of Essential Schools. The following conditions are necessary for successful replication: (1) evidence of the effectiveness of the model to be replicated; (2) reasonable input costs; (3) availability of a qualified replicating agent; (4) an identifiable market need for the program or service to be replicated; (5) choice of a replication strategy appropriate to both the product and the institutional context in which the replication will occur; and (6) provision for continuing

evaluation. A list of 84 notes and references are appended. (FMW)

ED 323 093 SE 051 546

O'Neill, Gertrudis, Comp.
The Greenhouse Effect: A Selected Bibliography. Bibliography Series Twenty-two.
California Polytechnic State Univ., San Luis Obispo. Robert E. Kennedy Library.
PUB DATE- 90
NOTE- 44p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Air Pollution; *College Science; *Conservation (Environment); Earth Science; Energy; *Environmental Education; Higher Education; Natural Resources; Science Education
IDENTIFIERS- *Global Climate Change
The purpose of this bibliography is to provide listings of articles, books, and documents which are available in the Robert E. Kennedy Library, California Polytechnic State University, and other libraries on the problem of the greenhouse effect published since 1980. Listings are organized as: (1) "Subject Headings"; (2) "Carbon Dioxide Accumulation in the Atmosphere"; (3) "Heating of the Earth and Alteration of Climate and Agriculture"; (4) "Energy Policy"; (5) "Rising of the Sea Level and Alteration of the Coastlines due to Antarctic Meltdown"; (6) "Air Pollution and Health"; (7) "Political and Economic Impact"; (8) "Effects on Marine Life and Warming of the Oceans"; (9) "Fossil Fuel Use and Gases in the Atmosphere"; and (10) "Steps To Be Taken To Alter The Greenhouse Effect." All together, 500 references are listed. (CW)

ED 323 139 SO 030 163

Christensen, Kathy, Comp.; And Others
Crisis in China: Prospects for U.S. Policy. Report of the Strategy for Peace, U.S. Foreign Policy Conference (30th, Warrenton, Virginia, October 19-21, 1989).
Stanley Foundation, Muscatine, Iowa.
PUB DATE- 89
NOTE- 24p.
AVAILABLE FROM- Stanley Foundation, 216 Sycamore Street, Suite 500, Muscatine, IA 52761.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Proceedings (021)
DESCRIPTORS- *Chinese Culture; *Current Events; Developing Nations; Foreign Countries; *Foreign Policy; Global Approach; Government Role; *International Relations; Leadership; Peace; World Problems
IDENTIFIERS- *China
This report summarizes the roundtable discussion of 19 China experts at a conference on the development of U.S. policy convened four months after the democracy demonstrations that took place in China in spring, 1989. The group's discussion highlighted five major areas of uncertainty over China's course in the short-term to intermediate future: (1) the extent of changes in Chinese life caused by the abrupt political changes of May and June 1989, and the eroding economy; (2) understanding key relationships within the Chinese military and between the military and civilian leaders; (3) how much change has occurred in the balance of power between the center in Beijing and the provinces; (4) the degree of consolidation of power by China's current leaders; and (5) the effect of stricter central economic policies on the long-term performance of the economy. The keynote address by Richard H. Stanley, which is given in full, asked the conferees to consider two underlying issues in their deliberations: (1) the changing national power relationships including the relative erosion of U.S. power; and (2) the profound global systemic changes that are rendering old policy assumptions obsolete. (NL)

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Body Composition; *Cardiovascular System; Elementary Secondary Education; Family Characteristics; Lifestyle; *Muscular Strength; Physical Activities; *Physical Fitness; *Student Evaluation; Tests

This document presents baseline data on physical fitness that provides an outline for assessing the physical fitness of students. It consists of 4 tasks and a 13-item questionnaire on fitness-related behaviors. The fitness test evaluates cardiorespiratory endurance by a steady state jog; muscular strength and endurance with a two-minute bent-knee curl-up; flexibility with a sit-and-reach test; and body composition with a two-site skinfold measurement. The measure uses criterion-referenced standards. The questionnaire includes descriptive items on sex, age, race/ethnic group, highest grade planned for completion, body frame, height, weight, and six items on fitness-related behaviors. (JD)

ED 323 204 SP 032 611

Kelsey, Craig, Ed.; Busser, James, Ed.
The Journal of Recreation and Leisure. Spring 1990 Volume 10 Number 1.
PUB DATE- 90
NOTE- 265p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Community Recreation Programs; *Leisure Time; Literature Reviews; Outdoor Activities; Parks; Play; *Recreation;

ED 323 246 TM 015 451

Moore, Margaret A.; Turner, Susan D.
Evaluating the Use of Word Processors in Teaching Writing Composition.
PUB DATE- 88
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Elementary School Teachers; Instructional Effectiveness; Intermediate Grades; *Program Evaluation; Revision (Written Composition); School Districts; *Skill Development; Teacher Attitudes; Writing (Composition)
IDENTIFIERS- *Developmental Writing Program; Hillsborough County Public Schools FL
This exploratory study evaluated the effects of using word processors to aid fourth- and fifth-graders in developing writing skills. The study focused on the Developmental Writing Program of the Hillsborough County (Florida) School District. A pre-study assessment indicated that, although students wrote well, they were reluctant to revise and edit their compositions. Word processing technology was used as a means of motivating and easing revision. Three fifth-grade and three fourth-grade teachers and their classes were included in the treatment group; the treatment group was matched with a control group who did not use word processors in association with writing instruction. A total of 204 students in 12 classes and 12 teachers constituted the study sample. Both teachers and students received training in the use of word processors. Formative evaluation results suggest that the compositions of students in the treatment group improved more than those in the control group. An analysis of students' composition revision characteristics indicates that students who used word processors made more revisions and that their revisions were more meaningful than those of students who did not use word processors. Teachers were also strongly influenced by the innovative program. One data table is included. (TJH)

ED 323 272 UD 027 585

Albert, Kate M.
School-Based Adolescent Health Programs: The Oregon Approach. Innovations.
Council of State Governments, Lexington, Ky.
PUB DATE- Oct 89
NOTE- 9p.
AVAILABLE FROM- The Council of State Governments, Iron Works Pike, P.O. Box 11910, Lexington, KY 40578-9989 ($10.00; single copies are free to state officials).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Clinics; Contraception; Demonstration Programs; Health Programs; Health Promotion; *Health Services; *High Schools; High School Students; Outreach Programs; *School Community Programs; State Aid; State Programs

IDENTIFIERS- *Oregon; *School Based Clinics
Oregon has implemented a successful school-based clinic demonstration program. It was the first state to fund directly school-based clinics that provide comprehensive health services, including birth control counseling, to high school students. The program is administered through the Health Division of the Oregon Department of Human Resources, which supervises and provides technical assistance to the clinics. At the local level, most of the clinics are administered by county health departments who staff and oversee the daily operations of the services. The clinics are on the grounds of public high schools and are staffed by nurse practitioners, nurses, and a receptionist. The original five clinics were funded in 1985 as 3-year pilot projects; they were supplemented by a sixth clinic funded for the school year 1988-89. The state legislature had funded a total of 12 clinics to begin during the 1989-90 school year. In a relatively short period of time, this new system of delivering health services to teenagers has been developed in Oregon. The acceptance of the clinics by students, teachers, parents, and the communities involved is evidence of the Oregon program's viability. Efforts to assess program effectiveness in reducing major problems of adolescence are currently underway. (AF)

ED 323 108 SE 051 562

Ellis, Carol; McDaniel, Nan
Introduction to Apple LOGO, Parts 1, 2, 3 and Task Cards--Level I.

Spartanburg County School District 7, S.C.
PUB DATE- 84
NOTE- 105p.; For related document, see SE 051 561.
LANGUAGE- English
EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Computer Graphics; *Computer Uses in Education; Elementary Secondary Education; Estimation (Mathematics); *Geometry; *Individualized Instruction; Mathematics Education; *Problem Solving; *Programing Languages; *Secondary School Mathematics
IDENTIFIERS- LOGO Programing Language
This series of units is designed to help middle, junior high, and high school students use LOGO computer language as a tool to explore concepts in geometry, estimation and problem solving. The format of the unit was designed so that the instruction can be provided by the classroom teacher. The lessons are constructed so that, with some teacher guidance, the students can work through them step by step. Follow-up activities for each lesson provide students with an opportunity to apply what they have learned in the lesson sequence. Challenge assignments provide additional stimulation for students who learn the language more quickly than others. Included in this document are parts 1, 2, and 3 of the "Introduction to Apple LOGO" program and 15 task cards. The program includes 14 lessons. (CW)

ED 323 156 SO 030 213

Spotlight on Arts Education.
North Carolina State Dept. of Public Education, Raleigh.
PUB DATE- 90
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Art Activities; *Art Education; *Arts Centers; *Cultural Centers; Educational Facilities; Elementary Secondary Education; Fine Arts; Museums; State Programs
IDENTIFIERS- *North Carolina

In this annual edition selected cultural arts organizations from across the state are featured, with a specific focus on how these organizations have aided local school systems as they implemented the arts education component of North Carolina's Basic Education Program. The following arts organizations are featured: Winston-Salem Arts Council; Sawtooth Center for Visual Design; Reynolda House; North Carolina Symphony; North Carolina Arts Council's Art in Education Programs; North Carolina Museum of Art; Mint Museum of Art; Hiddenite Center; Green Hill Center for North Carolina Art; Ackland Art Museum; and the Beaufort Historical Association, Inc. (DB)

ED 323 173 SP 032 505

Shanks, Joyce
Some Effects of Curriculum Standardization on Elementary Teachers and Students.
PUB DATE- Apr 90
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Curriculum Development; Educational Improvement; *Elementary School Curriculum; Grade 5; Instructional Effectiveness; Intermediate Grades; Literature Reviews; *Mastery Learning; Public Schools; Standardized Tests; *State Standards; *Student Attitudes; Student Evaluation; *Teacher Attitudes; Teacher Role; Textbook Selection
The school curriculum has been under scrutiny in an attempt to improve the educational experiences of children, often in the form of federal and state control to make schools accountable for students' education. The goal of standardization is to increase minimum standards in all classrooms and to make sure that all students receive a foundation of basic skills. Yet, the result has often been to deny teachers the opportunity to use their professional skills as curriculum planners. When the curriculum is controlled by outsiders, the teachers' roles are reduced to being managers of the learning process. This study investigated the effects of the standardization of a curriculum in one school in a small midwestern public school district, the resulting influences on the implementation process, the deskilling and reskilling of teachers who use the curriculum, and teachers' compliance with and resistance to this process. The fall 1988 study focuses on one fifth-grade classroom in an elementary school that is working toward regulating the curriculum in an attempt to give students uniformity via a predetermined scope and sequence of activities. To this end, a mastery learning program has been established. Classroom observations and interviews with teachers are reported and questions are raised on the trend of a movement away from teachers as curriculum planners in favor of curriculum standardization. (JD)

ED 323 189 SP 032 573

Posey, Josephine M.; Sullivan, Otha Richard
Wanted and Needed African-American Teachers.
PUB DATE- 4 Jun 90
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Black Colleges; *Black Teachers; Career Choice; Higher Education; Institutional Mission; Program Development; Role Models; *Standardized Tests; Teacher Education Programs; *Teacher Recruitment; *Teacher Shortage
IDENTIFIERS- *African Americans
This paper addresses the critical problem of the increasing shortage of qualified African American teachers for the nation's schools. As there are increasing vacancies and opportunities for upward mobility in practically all teaching disciplines in every state, it is important to encourage African-American youth to consider teaching as a profession. A discussion is presented on ways to stem the current trend, as well as forecasts by major educational associations and think tanks that by the year 2000 U.S. public schools will be staffed by approximately 3 percent African-Americans. Some suggestions are made to prospective teachers and training institutions for improving the performance of African-Americans on the National Teachers Examination. The final section of the paper discusses ways to recruit, support, and provide more African-Americans for the field of teaching. (JD)

ED 323 124 SO 030 062

Long, John F.; Pryor, Edward T.
Migration between the United States and Canada.
Bureau of the Census (DOC), Suitland, Md. Population Div.; Statistics Canada, Ottawa (Ontario).
PUB DATE- Feb 90
NOTE- 167p.; Statistics Canada Catalogue No. 91-528E.
AVAILABLE FROM- United States Government Printing Office, Superintendent of Documents Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Demography; Foreign Countries; Graphs; Maps; *Migration; *Migration Patterns; *Population Distribution; Population Growth; Social Characteristics; Tables (Data)
IDENTIFIERS- *Canada; *United States
The result of cooperative research between Statistics Canada and the United States Bureau of the Census, this report presents tabulations of the demographic, economic, and social characteristics of persons born in Canada and counted in the U. S. Census of 1980 along with persons born in the United States and counted in the Canadian census of 1981. The researchers analyzed the cumulative effects of migration between Canada and the United States on the migrant stock of the two countries. The study provides a model for efforts to obtain emigration data for nations lacking comprehensive registration systems. Forty-three tables and 27 charts and graphs are included. A copy of the Census long form questionnaires for both countries, immigration laws, and a five-page bibliography also are provided. Data on educational level from the censuses of the two countries are contained in tables A-10 and A-11 and are discussed on pages 33-34. (NL)

Reviews; Outdoor Activities; Parks; Play; *Recreation; *Recreational Activities; Therapeutic Recreation; Travel

This volume contains the following articles under the headings "Philosophical Ideas" (Articles 1-5), "Research Studies" (Articles 6-15), and "Practical Techniques" (Articles 16-22): (1) "Coming Home to a Change of Lifestyle" (Connie O'Connor); (2) "The New Age and Leisure" (Karla Henderson, Angela Whorton); (3) "A Backcountry Dichotomy" (Gary Willden); (4) "Great Books in Recreation and Leisure" (Charles Hammersley); (5) "Leisure Travel Can Stretch Your Mind" (Benjamin deHoyos); (6) "The Recreational Beach Environment: Perceptional Difference of Users, Employees, and the Public" (Robert Buerger, James Palmer, Thomas More); (7) "Considerations in the Assessment of Leisure Interests and Needs of the Adult Mentally Retarded" (Amanda Lambert, Dale Cruse); (8) "Evaluating the Intensity of Childrens Play: A Description of Heart Rate Monitoring Methodology in a Natural Play Environment" (Michael Crawford, Mary McPhail Gray, Tom Thomas); (9) Conflict and Perceptions Among Voluntary Association Members" (Carlton Yoshioka, Dan McLean); (10) "Therapeutic Value of Wilderness Programs on Behavior and Attitude in Defiant and Rebellious Adolescents" (Doug Nelson); (11) "Applying Needs Assessments in Public Recreation" (Robert Antozzi, William Aigelmire); (12) "Competencies for College Athletic Directors" (Sandra Hupp; Deb Endersbe); (13) "One-on-one Therapeutic Recreation versus Group Activities: Should Both Be Offered?" (Jaclyn Card, Lee Chamberland); (14) "Regional Supremacy of State Parks and Recreation Areas" (Craig Kelsey, Steve Rubio); (15) "Park Ranger Professionalism: Forward or Backward?" (William Hendricks, Dale Cruse); (16) "Situational Leadership" (Jay Naylor); (17) "Managing Conflict in Therapeutic Recreation Settings" (Anita Martin Hale); (18) "The Skills to Move On" (Mike Vandergriend); (19) "Winter Recreation: A Change in the Wind" (Dennis Nelson); (20) "Performance Appraisal in Leisure Services: The Major Legal Considerations" (Michael Phelan, Michael Schuett); (21) "Community Integration for Special Populations" (Harold Smith); and (22) "Pre-retirement Education" (Jess Caudillo). (JD)

ED 323 205 SP 032 613

A Bill To Provide Financial Assistance for Teacher Recruitment and

ED 323 217 TM 015 400

Kim, Yang Boon; Lee, Jong Sung
A Study Applying Generalizability Theory to the Scientific Thinking and Research Skill Test.
PUB DATE- Apr 90
NOTE- 27p.; Revision of a paper presented at the Annual Meetings of the American Educational Research Association (Boston, MA, April 16-20, 1990) and the National Council on Measurement in Education (Boston, MA, April 17-19, 1990). Top of document pages contain light type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Decision Making; *Elementary School Students; *Generalizability Theory; Grade 5; Grade 6; Intermediate Grades; *Logical Thinking; Research Design; Scientific Concepts; Test Bias; Test Interpretation; Test Items; *Test Validity; Theory Practice Relationship
IDENTIFIERS- *Scientific Thinking and Research Skill Test
The empirical validity of generalizability theory was investigated by applying two three-facet designs to data obtained in 1988 from administration of the Scientific Thinking and Research Skill Test (STRST). The decision validity of the STRST was also examined. Subjects were 125 fifth-grade and 125 sixth-grade students who were administered the STRST in a test and retest. The STRST contains 13 items on scientific skills domain and 13 items within the logical thinking domain. Applying generalizability theory to the data resulted in the observed score variance being partitioned in two ways, identifying different sources of error and their relative magnitudes. Test domain was one of the large variance components of the total score variance, a finding suggesting that test scores should be interpreted from the separate domain scores rather than from the total score. The interaction effect for persons and items within test domains suggests the possibility of biased item sampling. Findings from the generalizability study further imply that the number of test items should be increased to more than 20 in each domain to attain satisfactory generalization of the STRST into its universe. Recommendations for improvement of the STRST are presented. Nine tables present study data, and two figures illustrate the research designs. (SLD)

ED 323 232 TM 015 435

Hines, Constance V.; And Others
Teacher Behavior, Task Engagement, and Student Achievement: A Path Analytic Study.
PUB DATE- 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Achievement Gains; Causal Models; Elementary Education; Elementary School Students; *Elementary School Teachers; Mathematics Achievement; *Path Analysis; Pretests Posttests; Scores; Social Studies; Teacher Behavior; *Teacher Interns; *Time on Task
The technique of path analysis was used to test the role of student task engagement as a mediating process variable linking teacher behavior and student achievement in mathematics and social studies classes. Study participants included 40 teacher interns and their respective second-, third-, and fifth-grade classes from a school district served by the University of South Florida (Tampa). Class size ranged from 20 to 30 students. Two measures of teacher behavior and a measure of student task engagement were obtained during lessons from 2-week instructional units designed specifically for the study. Achievement was defined as the class mean residualized gain score, residualizing student posttest scores on both content pretest performance and scores on the relevant subtests of the Comprehensive Tests of Basic Skills. Results suggest different causal paths from teacher behavior to achievement in the two contexts. In social studies classes, task engagement emerged as a mediating variable as hypothesized, while in mathematics classes, task engagement played no causal role in achievement. Results were interpreted as an example of the added information obtained from testing path models rather than examining only zero-order correlations. Four data tables and three figures are included. (Author/SLD)

ED 323 247 TM 015 452

Biraimah, Karen
Preservice Teachers' Career Expectations by Gender, Socioeconomic Status, and Academic Achievement Levels.
PUB DATE- 88
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Career Choice; *Education Majors; Elementary School Teachers; Elementary Secondary Education; Grade Point Average; Higher Education; Parent Background; Preservice Teacher Education; Secondary School Teachers; *Sex Differences; *Socioeconomic Status; *Student Teachers; *Undergraduate Students
IDENTIFIERS- *Career Expectations; University of Central Florida
The career expectations of 200 randomly selected preservice teachers (143 females and 57 males) were examined to determine differences associated with gender, socioeconomic status (SES), and academic achievement (as indicated by grade point average). The study was conducted at the University of Central Florida (Orlando) from 1986 to 1987. Subjects were juniors and seniors randomly selected from 1,200 undergraduates enrolled in the College of Education. Data were collected via administration of a questionnaire. SES classification was determined using the educational levels of the students' parents. Expectations were different for females and males and for students of different SES levels. While grade point average was not significantly different for any of these groups, university degree expectations were different for females and males and for SES groups. Implications for encouraging student teachers to pursue careers in elementary and secondary education are discussed. Three data tables are included. (TJH)

ED 323 260 TM 015 506

McNeil, Keith
The One Group Posttest Evaluation Model.
PUB DATE- 25 Jan 90
NOTE- 13p.; Paper presented at the Annual Meeting of the Southwestern Educational Research Association (Austin, TX, January 25-27, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Compensatory Education; Content Analysis; *Curriculum Evaluation; *Educational Objectives; *Elementary School Students; *Evaluation Methods; Grade 2; Grade 3; Pretests Posttests; Primary Education; *Program Evaluation; School Districts
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *One Group Posttest Evaluation Model
Often there is a desire to evaluate a program, but there is no comparable comparison group available. This paper focuses on an evaluation model that can be used when there is no comparison group and when there is no pretest. The method--Model A--used by the Chapter 1 compensatory education program is described. Model A, which uses a pretest-posttest approach, is currently applied in most of the local educational agencies in the country. The one group posttest only design is advocated, which requires content specialists to identify which objectives on the posttest were included in the compensatory curriculum versus those included only in the regular curriculum. The compensatory students should perform better on compensatory objectives to which they were exposed in both the regular and compensatory programs than on regular curriculum objectives to which they were exposed only in the regular curriculum. Data from 2 successive years of an evaluation of a Chapter 1 program in Dallas (Texas) were analyzed. Data on 20 items were obtained from over 2,000 students each year at each grade level. The results were mixed, with third-graders performing significantly better on the district's criterion-referenced test items included in the compensatory curriculum, and second-graders performing better on items not included in the curriculum. When data for the two grades were combined, the results were in the expected direction. Results for the second year suggest that either the grade 2 compensatory curriculum or the implementation of that curriculum should be reviewed. Four analytical methods are outlined. Two data tables and eight figures are included. (TJH)

ED 323 285 UD 027 641

Morgan, Kathy
Report of the Title I/Chapter 1 Services Received by Graduates of the Columbus Public Schools.
Columbus Public Schools, Ohio.
PUB DATE- Aug 90
NOTE- 29p.
AVAILABLE FROM- Columbus Public Schools, Dept. of Program Evaluation, 52 Starling Street, Columbus, Ohio 43215.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Attendance Patterns; Compensatory Education; *Educationally Disadvantaged; Elementary Secondary Education; *Ethnic Distribution; Federal Programs; *High School Graduates; Program Evaluation; School Demography; *Student Participation; Urban Schools
IDENTIFIERS- *Columbus Public Schools OH; *Education Consolidation Improvement Act Chapter 1
This study examines the involvement of the 3,234 students who graduated from the Columbus (Ohio) Public Schools in 1988 in compensatory education programs funded under Chapter 1 of the Education Consolidation and Improvement Act. Program involvement is categorized as either program service or program treatment based on attendance. A student who has been involved in a program but has not met the program's attendance criterion is categorized as having received program service. A student who has been served by a Title I/Chapter 1 program and who has met the program's attendance criterion is categorized as having received program treatment. The following summary findings are reported: (1) more than one-fourth of all graduates received program service and almost one-fourth received program treatment; (2) the 903 students who received program service were involved with a program for an average of 2.2 years; (3) the 799 students who received program treatment were involved with a program for an average of 2.0 years; and (4) patterns of program service and program treatment varied greatly. Statistical data are included on 26 tables. Data includes the overall gender and ethnic distribution of 1988 Columbus public school graduates, as well as information on students in the programs. (FMW)

ED 323 094 SE 051 547

Earthwatching III. An Environmental Reader with Teacher's Guide.
Wisconsin Univ., Madison. Inst. for Environmental Studies.; Wisconsin Univ., Madison, Sea Grant Inst.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
REPORT NO.- ISBN-0-936287-01-2; WIS-SE-89-601
PUB DATE- 90
NOTE- 152p.
CONTRACT- NA84AA-D-0065
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Air Pollution; *Broadcast Journalism; *Conservation (Environment); Earth Science; Energy; *Environmental Education; Higher Education; Intermediate Grades; Junior High Schools; Land Use; Natural Resources; Science Education; Secondary Education; *Secondary School Science
IDENTIFIERS- *Global Climate Change

This book is the third published collection of scripts written for radio by professional staff and student writers. The writers strived to translate complex technical topics into everyday terms without sacrificing accuracy and to provide listeners with fair and balanced reports on the major environmental and scientific issues of the day. This collection characterizes many environmental trends and concerns reflecting on the multitude of scientific discoveries, inquiries, and innovations that characterized the 1980s. Topics covered in this compilation include: (1) "The Atmosphere"; (2) "The Biosphere"; (3) "The Land"; (4) "The World of Water"; (5) "Energy"; (6) "Environmental Quality"; (7) "Health and Nutrition"; (8) "People and Society"; and (9) "Around the Globe." A teachers' guide written to accompany this collection is included. This guide discusses concept mapping, questioning in the classroom, and infusion of the material into the curriculum; and includes a sample activity. Appended is a brief list of additional information sources. (CW)

ED 323 109 SE 051 569

Hart, E. Paul
Science for Saskatchewan Schools: Field Study Report. SIDRU Research Report No. 6.
Regina Univ. (Saskatchewan). Saskatchewan Instructional Development and Research Unit.
SPONS. AGENCY- Saskatchewan Dept. of Education, Regina.
REPORT NO.- ISBN-0-7731-0133-6; ISSN-0835-6580
PUB DATE- Jun 87
NOTE- 68p.
AVAILABLE FROM- Saskatchewan Instructional Development and Research Unit, Faculty of Education, University of Regina, Regina, Saskatchewan, Canada S4S 0A2 ($10.00 plus $1.50 mailing and handling (Canadian); 10% discount if five or more copies are ordered).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Attitudes; Curriculum Design; *Curriculum Development; Curriculum Evaluation; Educational Improvement; Educational Trends; *Elementary School Science; Elementary Secondary Education; *Foreign Countries; Science and Society; Science Curriculum; *Science Education; Science Teachers; Scientific Literacy; *Secondary School Science; Surveys; Technology
IDENTIFIERS- *Saskatchewan

This paper discusses the results of a field study that attempted to answer questions related to science curriculum renewal in the province of Saskatchewan. The purposes of the field study were to obtain educators' reactions to proposals for change in the science curriculum, assess teachers' needs for science teaching, and determine the nature and extent of leadership and development required to improve the quality of school science in Saskatchewan. The sample population was selected from all levels of teachers and administrators in the province. Recommendations for the improvement of science education are included for: (1) science education goals; (2) a framework and organization for science education; (3) emphasis of science curriculum; (4) teaching of science; (5) evaluation of science learning; (6) science teacher support; (7) societal issues; (8) science teacher education; (9) common essential learnings; and (10) individual and group differences. Appended is "Dimensions of Scientific Literacy" from the framework for curriculum development (Saskatchewan) which identifies common factors in the goals of science education. This document includes discussions on the nature of science, key science concepts, processes of science, values that underlie science, science-technology-society-environment interrelationships and science-related interests and attitudes. (KR)

ED 323 140 SO 030 164

Christensen, Kathy, Comp.; And Others
Global Change and Africa: Implications for U.S. Policy. Report of the Strategy for Peace, U.S. Foreign Policy Conference (30th, Warrenton, Virginia, October 19-21, 1989).
Stanley Foundation, Muscatine, Iowa.
PUB DATE- 89
NOTE- 21p.
AVAILABLE FROM- Stanley Foundation, 216 Sycamore Street, Suite 500, Muscatine, IA 52761.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- *African Studies; Current Events; Developing Nations; Foreign Countries; Foreign Policy; Global Approach; *Government Role; *International Relations; Leadership; Peace; World Affairs
IDENTIFIERS- *Africa; Global Change
The Stanley Foundation annually assembles a panel of experts from the public and private sectors to assess specific foreign policy issues and to recommend future directions. The round-table discussion summarized in this report focused on the future of Africa and the changing global context of U.S. policy toward Africa. While the Cold War has ended, in Africa there is little understanding of what that change in policy means for Africa, for the United States, and for policies toward Africa. The group generally agreed that the United States and the Soviet Union must play a greater role in providing assistance and support for reconstruction in the Sudan, Angola, Ethiopia, and Mozambique. It was also agreed, however, that in economic terms the superpowers have never been the dominant force in Africa, that Europe as a whole has always contributed more in development assistance to Africa than has the United States, and that as a result of trends over that past decade, the U.S. is becoming an even less influential force in Africa. The report also includes the keynote address by Richard H. Stanley, in which the conferees were asked to consider two underlying issues in their deliberations: (1) the changing national power relationships, including the relative erosion of U.S. power; and (2) the profound global systemic changes that are rendering old policy assumptions obsolete. (NL)

ED 323 157 SO 030 216

Social Studies: Common Curriculum Goals. Spring 1990.
Oregon State Dept. of Education, Salem.
PUB DATE- 90
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Objectives; Elementary Secondary Education; Instructional Materials; Program Guides; Skill Development; *Social Studies; State Curriculum Guides; Student Educational Objectives
IDENTIFIERS- *Oregon; *Social Studies Curriculum

This document defines and provides common curriculum goals in social studies for Oregon public school students. The goals were designed to define what should be taught, while allowing local schools and districts to decide the specific context of instruction. The contents include: (1) design; (2) organization; (3) building a local program and implementation; (4) a district level implementation chart; and (5) common curriculum goals. Ten strands of knowledge are outlined: (1) economic understandings; (2) political understandings; (3) geographic understandings; (4) historical understandings; (5) cultural and social understandings; (6) communications and study skills; (7) thinking/decision-making skills; (8) interpersonal/participation skills; (9) constitutional/democratic heritage; and (10) civic values and responsibilities. An evaluation form for the guide concludes the document. (NL)

ED 323 190 SP 032 574

Teacher Preparation and Enhancement. Program Announcement and Guide.
National Science Foundation, Washington, D.C. Directorate for Science and Engineering Education.
PUB DATE- 89
NOTE- 39p.
AVAILABLE FROM- Forms and Publications Unit, Room 232, National Science Foundation, Washington, DC 20550.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Grantsmanship; Higher Education; Mathematics Instruction; *Program Development; *Program Proposals; *Proposal Writing; Science Instruction; *Teacher Education Programs; Teacher Effectiveness
IDENTIFIERS- *National Science Foundation

The National Science Foundation (NSF) Act of 1950 (as amended) authorizes and directs the foundation to initiate and support: basic research; programs to strengthen the research potential; and science, mathematics, and engineering education programs at all levels. The Division of Teacher Preparation and Enhancement supports model preservice and inservice teacher education programs, the creation of networks that provide support for teachers who are attempting to implement innovative science and mathematics programs, and a program of teacher awards. Descriptions are given of the objectives and scope of three foundation programs: teacher preparation, teacher enhancement, and science and mathematics education networks. This document provides the basic information needed to plan, develop, and submit a formal proposal for NSF grant support for each of these programs. It also provides information on how proposals are evaluated for acceptance or rejection. The appendices contain sample proposal forms with instructions for completing them. (JD)

ED 323 273 UD 027 586

Garcia, Delia C.
Creating Parental Involvement: A Manual for School Children and Parents Interacting Program.
Florida International Univ., Miami. School of Education.
PUB DATE- 90
NOTE- 146p.
GRANT- G008202985
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingual Education; Elementary Secondary Education; *Hispanic Americans; Learning Activities; *Limited English Speaking; *Parent Child Relationship; *Parenting Skills; *Parent Participation; Parent Role; Program Descriptions; *School Activities
IDENTIFIERS- Elementary Secondary Education Act Title VII; Florida (Dade County); Florida (Monroe County)

The Children and Parents Interacting program is a federally funded Title VII project designed to create and promote greater Hispanic parent involvement in the educational system. The program represents a joint effort of Monroe and Dade County Public Schools and Florida International University's Center for Latino Education. The major thrust of the program is to involve Hispanic parents and children in parent-child training sessions, with specific activities designed to improve the students' academic achievement and English language proficiency. This guide for school personnel in the program is comprised of the following sections: (1) program description; (2) definition of parent involvement; (3) history of parent involvement; (4) discussion of the need for parent involvement; (5) factors influencing Hispanic parent involvement; (6) parenting in the Hispanic home; (7) common problems and solutions in interacting with parents; (8) strategies for promoting Hispanic parent involvement, including needs assessment strategies, strategies for facilitating involvement, strategies for dealing with parents of limited English proficient children, and specific ways Hispanic parents may be involved; (9) curriculum and materials, including state and national resources, associations, a bibliography, publications for sale, ERIC sources, and a list of magazines and journals; (10) Spanish survival language phrases; (11) staff biographical data; and (12) appendices which include a checklist for parents and a parent invitation. Sections 2 through 9 include bibliographies. (AF)

ED 323 125 SO 030 070

The Judicial Branch and the Constitutional Order. College-Community Forums.
Commission on the Bicentennial of the United States Constitution, Washington, DC.
PUB DATE- 88
NOTE- 17p.; For related documents, see ED 310 048-049 and SO 030 071.
AVAILABLE FROM- Commission on the Bicentennial of the United States Constitution, 808 Seventeenth St. N.W., Washington, DC 20006 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Constitutional History; Constitutional Law; *Court Role; Courts; *Federal Government; Governmental Structure; Higher Education; Institutional Role; *Power Structure; United States History
IDENTIFIERS- *United States Constitution

Article III of the U.S. Constitution called for a federal judiciary that would dispense and administer justice in accordance with the principles on which the United States was founded. There was considerable ambivalence among the Founding Fathers as to what was the appropriate role for the judiciary, an ambivalence that has continued to the present day. Some regarded the new federal judiciary as a potentially dangerous instrument, while others believed that judicial power would be limited as compared with that of the legislative and the executive powers. The relatively weak power of the Supreme Court was enhanced tremendously by Chief Justice John Marshall and the case of Marbury v. Madison which asserted the Court's power of judicial review. The federal court system evolved to meet the needs of the expanding nation. Many judicial issues remain controversial today, including what should guide federal judges in their interpretation of the Constitution, the procedure for selecting and confirming federal judges, and whether there is a need for more courts and more judges to meet the growing mass of litigation. A list of 19 references is included. (DB)

ED 323 174 SP 032 527

AACTE/Metropolitan Life Survey of Teacher Education Students.
American Association of Colleges for Teacher Education, Washington, D.C.
SPONS. AGENCY- Metropolitan Life Foundation.
REPORT NO.- ISBN-0-89333-063-9
PUB DATE- 90
NOTE- 63p.
AVAILABLE FROM- American Association of Colleges for Teacher Education, Publications, One Dupont Circle, Suite 610, Washington, DC 20036-2412 ($10.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Aspiration; American Indians; Asian Americans; Blacks; College Students; Higher Education; Hispanic Americans; *Minority Group Teachers; *Preservice Teacher Education; *Socioeconomic Background; *Student Attitudes; Surveys; *Teaching (Occupation); Whites

This publication presents an overview and summary of the results of a survey of teacher education students. The survey is one component of a larger project to increase the number of minority teachers. The questionnaire was designed to probe the academic and socioeconomic backgrounds of teacher education students as well as their attitudes and perceptions toward teaching. Data were analyzed by race/ethnicity in order to determine the differences among students from various groups. The summary is organized in three sections relative to students' precollege, college, and teacher education expectations. The bulk of the document (25 pages) is devoted to the tabulation of selected question results; the 63-item questionnaire is appended. (JD)

Training, and for Other Purposes. U.S. Senate, 101st Congress, First Session (September 26, 1989).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

PUB DATE- Sep 89

NOTE- 95p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Beginning Teacher Induction; Elementary Secondary Education; Excellence in Education; *Federal Aid; *Financial Support; *Government Role; Government School Relationship; *Teacher Education; *Teacher Recruitment; *Teacher Shortage

The purpose of this bill is to: (1) improve teacher recruitment by identifying, supporting, and recruiting prospective teachers from junior high school through graduate school with incentives and financial support aimed at attracting highly qualified individuals; (2) encourage access to the teaching profession for people currently in other professions; (3) alleviate shortages of teachers, including minority teachers, particularly in urban schools with a high concentration of disadvantaged students, and teachers specializing in certain subject areas or trained to work with certain populations; (4) improve teacher training by encouraging new developments in teacher preparation which provide for greater integration of subject matter and pedagogical training; (5) improve teacher retention by supporting new teachers' induction into the teaching profession; and (6) improve teacher retention by providing opportunities for experienced teachers to take leadership roles in professional development academies, school-based management efforts, and sabbatical programs. (JD)

ED 323 206 SP 032 615

Buchmann, Margret; Floden, Robert E.

Program Coherence in Teacher Education: A View from the United

ED 323 233 TM 015 438

Lavely, Carolyn; And Others
Florida Master Teacher Program: Testing Teacher Subject Matter Knowledge.
PUB DATE- 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary School Teachers; Elementary Secondary Education; Higher Education; *Knowledge Level; *Master Teachers; Mastery Tests; Psychometrics; Secondary School Teachers; *State Programs; *Teacher Characteristics; Teacher Education; Teacher Evaluation; Test Construction; *Testing Programs; Test Interpretation; Test Validity
IDENTIFIERS- *Florida Master Teacher Program; *Subject Content Knowledge; Teacher Testing
The efforts of the Florida Institute for Instructional Research and Practice in designing, developing, and analyzing the subject area knowledge tests of the Florida Master Teacher Program are described. A total of 13 subject area examinations was developed in 1984-85, and 5 additional tests were developed the following year. For each subject area a nine-member writing task force and a nine-member validation team were formed. The development process helped ensure the content validity of the tests. A full-scale field test was not conducted prior to the first administration of each test, so intensive analyses of first administration data were performed before examinee score reports were prepared. Alternative test forms were prepared for the second test, and a plan was developed for linear equating of examinee scores in 1985-86. The psychometric qualities of the developed tests are presented. Characteristics of teachers earning the designation of Associate Master Teacher are profiled. Future directions in testing teachers' subject matter knowledge are discussed, with emphasis on the provisions of the Raymond B. Stewart Career Achievement Program Act of 1986. Three data tables are included. (SLD)

ED 323 248 TM 015 463

Jaeger, Richard M.; Busch, John Christian

A Validation and Standard-Setting Study of the General Knowledge and Communication Skills Tests of the National Teacher Examinations. Final Report.

North Carolina Univ., Greensboro. Center for Educational Research and Evaluation.

SPONS. AGENCY- North Carolina State Board of Education, Raleigh.
PUB DATE- 28 Mar 84
NOTE- 392p.; Appendices and references are contained in a separate volume. Page 154 is cropped.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; Communication Skills; Education Work Relationship; Elementary School Teachers; Elementary Secondary Education; Higher Education; Knowledge Level; *Licensing Examinations (Professions); Professional Education; Public School Teachers; Secondary School Teachers; *State Programs; State Standards; State Surveys; Teacher Certification; *Teacher Education; Testing Programs; *Test Validity
IDENTIFIERS- Final Reports; *National Teacher Examinations; North Carolina; *Standard Setting

In this final report of an 18-month series of projects designed to investigate the validity of the General Knowledge (GK) and Communications Skills (CS) tests of the National Teacher Examinations (NTE) for North Carolina, highlights and major conclusions are summarized and appropriate standards of performance are recommended. Evidence was collected from 100 public school teachers and 206 college and university faculty members concerning their judgments of using the NTE GK and CS tests to select students for North Carolina's teacher education programs. The types of validity considered were: (1) relevance to students' success in a teacher education program; and (2) students' opportunity to acquire the skills and knowledge that these tests measure (instructional validity). The CS test was judged relevant, as were two of the four subtests of the GK test. Instructional validity of the CS test was deemed acceptable, but judgments of the instructional validity of the GK test were mixed. The minimum standard set for the GK test was 631, and the score established for the CS test was 636. With these standards, almost 20% of students tested in April 1983 would have failed the GK test and over 14% would have failed the CS test. The report includes scripts and forms used in standard-setting sessions. There are 51 tables of data. (SLD)

ED 323 261 TM 015 508

Educational Quality Indicators: Collaboration in Action. Proceedings of a Symposium at the Annual Meeting of the Canadian Educational Researchers' Association (Victoria, British Columbia, Canada, June 5, 1990).
Alberta Dept. of Education, Edmonton.
PUB DATE- Jun 90
NOTE- 92p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Affective Measures; *Cooperation; *Educational Quality; Elementary Secondary Education; Foreign Countries; Interpersonal Competence; *Learning; Models; Outcomes of Education; Program Evaluation; *Program Implementation; School Effectiveness; *Systems Development
IDENTIFIERS- *Alberta; Educational Indicators; *Educational Quality Indicators Project (Alberta); Quality Indicators

Five of the project teams of the Educational Quality Indicators (EQI) initiative of Alberta (Canada) came together to provide their perspectives on the initiative and to report their progress in developing local indicator systems that have the involvement and support of their respective communities. The conceptual framework of the EQI initiative, presented in 1989, addresses two essential questions: whether the students are learning to their potential, and whether the educational system is supporting student learning efficiently and effectively. Presentations at the symposium included: (1) "The Quality Indicators Strategy: Involving the Community" (Roger Mestinsek and Derek Taylor); (2) "A Collaborative Model for School and Program Evaluation" (Earle J. Warnica); (3) "School System Review: A Comprehensive Process" (Bernie Chandler); (4) "Measuring Social Competence in Students" (David G. Young); and "Signs of Learning in the Affective Domain" (Ralph Himsl and Esther Lambert). Discussants were Philip Nagy, Ontario Institute for Studies in Education, and John O. Anderson, University of Victoria. (SLD)

ED 323 286 UD 027 645

Lobby Day Issue Briefs.
National Council of La Raza, Washington, DC. Office of Research Advocacy and Legislation.
PUB DATE- 90
NOTE- 13p.
AVAILABLE FROM- National Council of La Raza, Office of Research, Advocacy and Legislation, 810 First Street NE, Suite 300, Washington, DC 20002.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Activism; Civil Rights; Educational Needs; Federal Legislation; *Hispanic Americans; Housing Needs; Immigrants; *Legislators; *Lobbying; *Political Issues; Position Papers; Tax Credits
IDENTIFIERS- *Proposed Legislation
This compilation of seven briefs is intended to help citizens lobby United States senators, representatives, and their staff members on issues of importance to the Hispanic American community. Each brief synopsizes an issue, reviews current proposals for addressing the issue, and suggests the appropriate action that the member of congress should take. The following tips for successful lobbying are outlined: (1) be relevant; (2) be specific; (3) be brief; and (4) be prepared. The following issues are addressed: (1) employer sanctions for hiring undocumented workers; (2) reauthorization of the Carl D. Perkins Vocational Education Act; (3) omnibus literacy education; (4) the Civil Rights Act of 1990; (5) legal immigration reform; (6) expansion of the earned income tax credit; and (7) the Community Housing Partnership Act. A map of Washington (District of Columbia) showing the locations of congressional offices is appended. (FMW)

ED 323 095 SE 051 548

Dickison, Alexander, Ed.; And Others
AAPT Guidelines for Two-Year College Physics Programs.
American Association of Physics Teachers, College Park, MD.
PUB DATE- 90
NOTE- 26p.; For the Guidelines for High School Physics Programs, see SE 051 545.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Budgets; *College Science; Educational Facilities; Higher Education; Organizations (Groups); *Physics; Professional Development; Science Curriculum; Science Education; *Science Instruction; *Science Materials; Staff Development; *Standards; Teaching Load; Textbooks; *Two Year Colleges
IDENTIFIERS- *American Association of Physics Teachers
The quality of a two-year college's physics program is determined in part by the quality of preparation and the overall workload of its teachers, along with the provision for adequate budgets, facilities, and support services. The guidelines presented in this booklet were prepared by a task force of the American Association of Physics Teachers (AAPT) to assist college administrators and science teachers in establishing and developing reasonable

standards for physics instruction in their institutions. These guidelines are presented under several different headings: (1) "Curriculum Guidelines"; (2) "Laboratory Guidelines"; (3) "Personnel Guidelines"; (4) "Budget Guidelines"; and (5) "Teaching Facilities Guidelines". In addition, a discussion of how to start a physics program assessment at a two-year college is included. A brief history of the two-year colleges in the United States and a mission statement for two-year colleges are appended. (CW)

ED 323 141 SO 030 165

Christensen, Kathy, Comp.; And Others
Soviet Economic Reform: Socialism and Property. Report of the Strategy for Peace, U.S. Foreign Policy Conference (30th, Warrenton, Virginia, October 19-21, 1989).
Stanley Foundation, Muscatine, Iowa.
PUB DATE- 89
NOTE- 21p.
AVAILABLE FROM- Stanley Foundation, 216 Sycamore Street, Suite 500, Muscatine, IA 52761.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- Area Studies; Foreign Countries; *Foreign Policy; Global Approach; Government Role; International Relations; Leadership; Peace; *Socialism; *World Problems
IDENTIFIERS- *USSR
The Stanley Foundation annually assembles a panel of experts from the public and private sectors to assess specific foreign policy issues and to recommend future direction. The participants in the round-table discussion summarized in this report agreed that the Soviets are moving from a Marxist-Leninist version of socialism to a broader version, and that Gorbachev appears to be ready to bring in a new form of Soviet socialism, in which both the selfless and self-interested urges of people are taken into account. The minimum requirements for this change were identified and the discussion that followed is reported under the following headings: (1) economic aspects of property rights; (2) property relations in a reformed Soviet economy; (3) legal difficulties relating to reform efforts; (4) popular attitudes and related barriers to reform; and (5) policy implications. There exists no model of transition on how to move from a centrally planned economy to a system with aspects of a free market economy. It was agreed that the United States can assist with advice on the institutions of a market economy, on technical expertise, with educational exchanges, and through increased economic relations with the Soviets. The report also includes the keynote address by Richard H. Stanley, in which the conferees were asked to consider two underlying issues in their deliberations: (1) the changing national power relationships, including the relative erosion of U.S. power; and (2) the profound global systemic changes that are rendering old policy assumptions obsolete. (NL)

ED 323 191 SP 032 575

Nuthall, Graham
How Can Research on Teaching Help Teachers?
PUB DATE- Nov 89
NOTE- 55p.; Paper presented at the New Zealand Association for Research in Education (Wellington, New Zealand, November, 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Research; Educational Research; Elementary Secondary Education; Foreign Countries; *Learning Processes; Literature Reviews; Models; *Research Utilization; Social Change; Teacher Attitudes; Teacher Characteristics; *Teacher Effectiveness; *Teaching Experience; *Theory Practice Relationship

Research on teaching does not play a significant role in the practice of teaching in schools despite the fact that the first scientific studies of teaching were reported nearly 90 years ago. Although there is clear evidence that practical classroom experience unaided by research is not a sufficient basis for effective teaching, it is also true that research on teaching has been unable to provide a more adequate basis for effective teaching. A brief history of research on teaching shows that, after having gone down several "blind alleys," such research has emerged with a clear focus on direct data gathering in the classroom itself. The last 30 years have seen considerable controversy about the appropriate methods for research on teaching, but what is needed to resolve questions of method and purpose is a clear picture of the kind of knowledge that research on teaching should produce. The paper describes a model of the kind of pragmatic knowledge that research should be producing if it is to be genuinely useful to teachers. The model includes both the theoretical and the practical dimensions of teaching in a single structure, tactics and monitoring signs that teachers need to run an effective program, and an account of the underlying learning and social processes connecting these tactics to the outcomes of classroom activities. (JD)

ED 323 218 TM 015 401

Bowman, Harry L.; And Others
Validation of Selected NTE Core Battery Tests and Recommended Performance Standards for Initial Licensure of Professional School Personnel in Tennessee.
PUB DATE- Nov 89
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (18th, Little Rock, AR, November 8-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at. . " (150)
DESCRIPTORS- *Communication Skills; Data Collection; Education Work Relationship; Elementary Secondary Education; Food Service; *Knowledge Level; *Licensing Examinations (Professions); Professional Education; School Counselors; School Psychologists; School Social Workers; State Programs; *State Standards; Testing Programs; Test Items; *Test Validity
IDENTIFIERS- *National Teacher Examinations; Standard Setting; *Tennessee; Validation Verification and Testing Techniques
A study conducted for the Tennessee State Department of Education by Memphis State University addressed two objectives with respect to the Professional School Service Personnel endorsements for initial licensure for non-teaching professional personnel: to determine the validity of the National Teacher Examination (NTE) Core Battery tests for communication skills and general knowledge; and to recommend minimum qualifying scores for tests determined valid for use in Tennessee. The four non-teaching endorsements in questions were for: (1) secondary school guidance counselors; (2) school psychologists; (3) school social workers; and (4) school food service supervisors. The methodology for collecting data involved: groups or panels of professional personnel in review of test content; local school personnel in assessment of test item job relevance; and both types of personnel in estimation of knowledge level by test item among minimally qualified applicants. A total of 118 panelists (67 females and 51 males) participated. Ten educational and lay representatives served as the Standards Committee. Ratings from panelists and the Standards Committee determined that the Communication Skills Test was valid for use in Tennessee for licensure of professional school service personnel, but that the Test of General Knowledge was not valid for this purpose. A minimum score of 647 was recommended for initial licensure. Six tables contain study data. (SLD)

ED 323 158 SO 030 217

Cooperman, Saul; Bloom, Joel
Educating for an Effective Citizenry: Civics Curriculum Guide.
New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.
PUB DATE- Jun 90
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; *Citizenship Responsibility; *Civics; *Educational Objectives; Elementary Secondary Education; Program Guides; Social Studies; State Curriculum Guides
IDENTIFIERS- New Jersey
Civics education in a democracy is a central goal of the public schools. The purpose of civics education is to educate youth to enable them to participate in a democracy. This guide highlights the components of a K-12 civics curriculum which features knowledge, democratic ideals, skills, and social participation. Sample lessons, state goals and objectives, a list of resources and programs, and a 20-item bibliography is included. (NL)

ED 323 110 SE 051 570

Hart, E. Paul
Science for Saskatchewan Schools: A Review of Research Literature, Analysis, and Recommendations. SIDRU Research Report No. 7.
Regina Univ. (Saskatchewan). Saskatchewan Instructional Development and Research Unit.
SPONS. AGENCY- Saskatchewan Dept. of Education, Regina.
REPORT NO.- ISBN-0-7731-0125-X ISSN-0835-6580

PUB DATE- Dec 87
NOTE- 210p.; Several pages of charts contain small and broken type which may not reproduce well.
AVAILABLE FROM- Saskatchewan Instructional Development and Research Unit, Faculty of Education, University of Regina, Regina, Saskatchewan, Canada S4S 0A2 ($15.00 plus $1.50 mailing and handling--Canadian dollars; 10% discount if five or more copies are ordered).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Differences; Curriculum Design; *Curriculum Development; Curriculum Evaluation; Educational Improvement; Educational Strategies; Educational Trends; *Elementary School Science; Elementary Secondary Education; Environmental Influences; Evaluation Methods; *Foreign Countries; Individual Differences; Literature Reviews; Postsecondary Education; Science and Society; Science Curriculum; *Science Education; Scientific Literacy; *Secondary School Science; Technology
IDENTIFIERS- *Saskatchewan

In 1981, Saskatchewan Education initiated a complete review of education in Saskatchewan. As a result of this review, the development of policies based on the concept of a core curriculum was recommended. In 1986, the report of the Core Curriculum Advisory Committee proposed a K-12 policy framework for Saskatchewan schools. In addition to a set of common essential learnings derived from the goals of education, several required areas of study were recommended as part of the core curriculum. Science education was one such designated area. This background paper was intended to provide guidance for curriculum development and implementation in science education and to anticipate social and educational change in order to create appropriate guidelines for future curriculum development. This thinking of science educators concerning future directions for science teaching in terms of the following: philosophical viewpoints, goals of science education, structure of science education, subject matter, learning experiences, instructional strategies, learning environment, individual differences, cultural differences, relationships with other subjects, relationships with general education goals and common essential learnings, evaluation methods, support systems, and postsecondary articulation. Appendices include position papers, frameworks, evaluation techniques, and guides from various other sources. A list of over 500 references is provided. (KR)

ED 323 126 SO 030 071

Program Handbook: Community-College Forums.
Commission on the Bicentennial of the United States Constitution, Washington, DC.
PUB DATE- 88
NOTE- 16p.; For related documents, see ED 310 048-049 and SO 030 070.
AVAILABLE FROM- Commission on the Bicentennial of the United States Constitution, 808 Seventeenth St. NW, Washington, DC 20006.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Citizenship Education; Constitutional History; *Constitutional Law; Current Events; Elementary Secondary Education; Political Issues; Public Affairs Education; *United States History
IDENTIFIERS- *Forums; *United States Constitution

More than 200 years after its founding, the U.S. government continues to thrive on argument, dispute, and debate. For citizens to be fully engaged in the political process, they must continue to participate in the tradition of public discourse exemplified by the ratification debate of 1787-88. College-Community Forums are designed to further discussion of the constitutional issues that shape the nation's government. The Forums are based on traditional town meetings where citizens voice their opinions on matters of local concern. This handbook was written as part of a Commission on the Bicentennial of the United States Constitution program to fund a limited number of Forums. It is intended to serve as a guide for organizers of Commission-funded programs and as a valuable resource for organizers of other public forums on the Constitution. The guide discusses the several aspects of organizing a Forum: purpose, format, meeting space, selecting panelists, audience, media coverage, finances and fundraising, topics and content, and evaluation. Three appendices also are included: a sample letter to prospective panelists, a sample text for advertisement, and a sample press release. (DB)

ED 323 274 UD 027 618

Chapter 1 Policy Manual. Basic Programs Operated by Local Educational Agencies. Part A of Chapter 1 of Title I, Elementary and Secondary Education Act of 1965 amended by the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988 (Public Law 100-297).

Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Apr 90

NOTE- 441p.

LANGUAGE- English

EDRS Price - MF01/PC18 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Administrator Guides; Compensatory Education; *Compliance (Legal); Educationally Disadvantaged; Elementary Secondary Education; Federal Legislation; *Federal Programs; *Federal Regulation; *Parent Participation; Program Guides

IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Elementary Secondary Education Act Title I; *Hawkins Stafford Act 1988

This policy manual is a guide for state education agencies (SEAs), local education agencies (LEAs), parents, and other interested parties wishing to obtain funding for basic compensatory education programs operated by school districts under Part A of Chapter 1 of Title I of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988. These programs, previously contained in Chapter 1 of the Education Consolidation and Improvement Act of 1988 (ECIA), must meet the special educational needs of educationally deprived students in areas and schools with high concentrations of low-income families, and the needs of children in local institutions for neglected or delinquent children. The following areas are discussed: (1) basic grants; (2) concentration grants; (3) carryover; (4) reallocation; (5) use of funds; (6) assurances and applications; (7) the General Education Provisions Act; (8) grantbacks; (9) Education Department general administrative regulations; (10) eligible schools; (11) eligible children; (12) schoolwide projects; (13) parental involvement; (14) services for private school children; (15) fiscal requirements; (16) evaluation; (17) program improvement; (18) state administration; and (19) assignment of personnel. An index is included. The following materials are appended: (1) Public Law 100-297; (2) Chapter 1 regulations; (3) the General Education Provisions Act; and (4) the Education Department General Administrative Regulations. (FMW)

ED 323 287 UD 027 646

Arbaugh, Franklin
Racial and Ethnic Report: Pupil Enrollment, September 1989.
Delaware State Dept. of Public Instruction, Dover.
PUB DATE- Feb 90
NOTE- 61p.
AVAILABLE FROM- Bureau of Archives and Records, Hall of Records, P.O. Box 1401, Dover, DE 19903 (Document no. 95-01/89/10/09).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- American Indians; Asian Americans; Black Students; Elementary Secondary Education; *Enrollment; *Ethnic Groups; Hispanic Americans; Minority Group Children; *Racial Differences; *School Demography; State Surveys; White Students
IDENTIFIERS- *Delaware
These four tables of statistical data report Delaware public school racial and ethnic information compiled from the September 30, 1989 school enrollment reports. Table 1, "Racial and Ethnic Report by School, Pupil Enrollment," reports the number and percentage of enrollment of the following groups by school and by school district: (1) American Indian; (2) Black; (3) Asian; (4) Hispanic; and (5) White. Students submitted for regular, special, and vocational funding are included. Students attending Kent and Sussex Vocational School District schools and the New Castle Vocational District's Hodgson School are reported in both their home school and in Table 2, "Racial and Ethnic Summary by School District, Pupil Enrollment." Table 2 summarizes the data reported in Table 1 by district in each county. Table 3 is "Percentage of Black Students by Grade by District, Pupil Enrollment." Table 4, "Percentage Distribution of Delaware Public Schools Students, by Racial/Ethnic Origin by District, 1987/88 through 1989/90," reports the percentages of Black, Hispanic American, and "other" students enrolled during the 1987/88, 1988/89, and 1989/90 school years. (FMW)

ED 323 175 SP 032 532

Bauer, Norman J.; Buck, Crayton L.

Views of Educating Educators. A Brief Critique.
PUB DATE- Apr 90
NOTE- 8p.; Paper presented at the Spring Conference of the Confederated Organizations of Teacher Education (Syracuse, NY, April 26-27, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Decision Making; *Foundations of Education; Higher Education; *Policy Formation; *Politics of Education; Preservice Teacher Education; Teacher Education Curriculum; *Teacher Role
Teachers need to become active participants in the political processes that have an impact on the quality of schooling. In order to be effective agents in the public forum, teacher candidates need to acquire the knowledge and skills that are derived from a solid grounding in the foundations of education. The areas of study commonly associated with the foundations would enlarge the frames of reference of prospective teachers, thereby enabling them to think and communicate much more analytically about schools and schooling. (JD)

ED 323 096 SE 051 549

Franklin, Margaret; And Others
Add-Ventures for Girls: Building Math Confidence, Elementary Teacher's Guide.
Nevada Univ., Reno. Research and Educational Planning Center.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 90
NOTE- 280p.; For Junior High Teacher's Guide, see SE 051 550.
AVAILABLE FROM- WEEA Publishing Center, 55 Chapel Street, Newton, MA 02160 ($25.00).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; Career Awareness; Computer Uses in Education; Cooperative Learning; Creative Thinking; Educational Environment; Elementary Education; *Elementary School Science; *Females; *Mathematical Applications; *Mathematics Anxiety; Mathematics Education; Mathematics Tests; Problem Solving; Professional Development; Spatial Ability; *Student Attitudes; Teaching Guides; Vocational Education

This guide is designed to provide teachers with materials they can use with young women to help them to attain higher levels of mathematics achievement and to encourage them to take as many math courses as possible in high school. During their early school years, students develop skills and attitudes toward learning that form the basis of future academic growth. This guide for elementary school teachers includes strategies, activities and resources that deal with five major topics. Part 1, "Attitudes and Math," includes materials on mathematics confidence, math aspirations and expectations, and attribution patterns. Part 2, "Math Relevance," contains materials related to interest in mathematics, making mathematics more relevant and useful, and positive role models for girls. Part 3, "The Learning Environment," contains materials on teacher-student interaction patterns, cooperative learning, problem solving, and independent thinking, intellectual risk taking, and creative problem solving. Other issues are collected in Part 4. Materials on computers, spatial visualization skills, and test-taking skills are included. Part 5 "Mathematics Promotion," includes materials on parent involvement, school counselors, and administrators and other teachers. Each topic in this guide begins with a discussion of research findings on the practices and/or attitudes that affect girls' math attitudes and performance. Strategies, activities, and resources that can be used to address each topic are described. Within each topic, activities for the primary grades are generally listed before those for the intermediate grades. An annotated resource list at the end of each chapter provides resources that contain strategies, activities, and ideas. (CW)

ED 323 159 SO 030 218

Chilcoat, George; Ligon, Jerry
Elements of Infoschemata and Cognitive-Beliefs of Historians and History/Social Studies Educators as Reflected in the Goals, Objectives, and Aims They Posit for "History" and the "Study of History" on the Pre-College Level.
PUB DATE- 19 Apr 90
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; Higher Education; *History Instruction; *History Textbooks; Literature Reviews; Secondary Education; *Social Studies; *Teacher Attitudes; *Teacher Effectiveness; Textbook Research
IDENTIFIERS- *Infoschemata; *Social Studies Teachers
Covering teaching, learning activities on the pre-college level, this document reviews more than 200 published articles, chapters, and monographs to examine ideas held by those who teach history. Descriptive statements representing goals, objectives, and rationales relative to history were constructed for the purpose of examining these concepts. Ten "generic" infoschemata developed by educators and historians about the teaching of history were identified. The infoschemata include: the conception of history as a process; the conception of history as historical mindedness and the fostering of a historical perspective; the conception of history as knowledge acquisition; the conception of history as the study of human action and humankind; the conception of history as citizenship transmission; the conception of history as understanding society and the present; the conception of history as values development; the conception of history as conveyance of cultural heritage; and the conception of history as study of special groups. Many educators built these concepts of history around what students or teachers should have to do in the classroom and neglect what students can do on their own. (NL)

States. Issue Paper 90-6.
National Center for Research on Teacher Education, East Lansing, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 90
NOTE- 14p.; Paper presented at the Annual Conference of the Association for Teacher Education in Europe (15th, Limerick, Ireland, August 26-31, 1990).
AVAILABLE FROM- National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State Univ., East Lansing, MI 48824-1034 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Coherence; *Curriculum Development; Educational Philosophy; Higher Education; *Institutional Mission; Preservice Teacher Education; Program Content; *Program Design; Program Effectiveness; *Teacher Education Programs

Concern for coherence in European teacher education is fueled by changes in political organization and teacher mobility. "Coherence" is a value-laden concept, yet its meaning is unclear. In the United States, advocates of coherence assume that a tightly connected set of experiences is needed to give teacher education programs sufficient power. Both "coherence" and "program" have positive associations with harmony and wholeness. The difficulties with "program" and "coherence" in the U.S. context are suggested by the term's historical associations with behaviorism and the pursuit of efficiency. Single-minded planning for particular program effects may crowd out other goals and compromise the idea of educational progress. Rather than adopting the metaphors of force historically associated with program coherence, teacher educators should consider metaphors of light, especially the metaphor of a sparkling diamond. This metaphor implies that education has many facets, which provide light when seen from a variety of perspectives. Teacher education, as this metaphor suggests, can benefit from the incorporation of variegated ideas and practices, among which different patterns of connection may be drawn. Program coherence can be valuable if it helps students build interconnections while also inviting a reweaving of beliefs and ties to what is as yet unknown. (Author)

ED 323 207 SP 032 616

Ball, Deborah Loewenberg; Wilson, Suzanne M.
Knowing the Subject and Learning To Teach It: Examining Assumptions about Becoming a Mathematics Teacher. Research Report 90-7.
National Center for Research on Teacher Education, East Lansing, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 90

ED 323 219 TM 015 422

Blair, R. Clifford; Higgins, J. J.
Some Comments on "The Unit of Analysis: Group Means Versus Individual Observations."
PUB DATE- 84
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Analysis of Variance; Classrooms; Comparative Analysis; Elementary Secondary Education; *Mathematical Models; *Observation; Robustness (Statistics); Sampling; Statistical Significance
IDENTIFIERS- Group Means (Statistics); Individual Observations (Statistics); *Mean (Statistics); Type II Errors; *Unit of Analysis Problems
R. V. Hopkins (1982) has criticized the use of means as the unit of analysis in situations where intact groups, such as classes, rather than individuals have been randomly assigned to various treatment conditions. Instead, Hopkins advocated the use of certain analysis of variance (ANOVA) models that, as far as test for treatment effects are concerned, yield results that are equivalent to those that would be obtained if class means were used as the unit of analysis. It is pointed out that, because of the non-robustness of the sample mean as an estimator of location, use of the class mean as the unit of analysis or of the ANOVA models advocated by Hopkins can lead to larger than necessary Type II error rates in tests of significance for treatment effects. The ways in which, in non-normal population situations, use of summary statistics other than the mean can lead to significant increases in the power of tests for treatment effects are discussed. It is also suggested that the pooling options offered by Hopkins should be viewed with caution. Two data tables are included. (Author/SLD)

ED 323 234 TM 015 439

Lange, Robert R.
The Extent of Agreement on a Definition of Competency Based Vocational Education among Vocational Curriculum Specialists.
PUB DATE- 86
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Research/Technical (143)
DESCRIPTORS- *Competency Based Education; *Content Analysis; Educational Assessment; Evaluators; *Interrater Reliability; Measures (Individuals); Postsecondary Education; *Program Evaluation; Test Construction; Test Items; *Vocational Education
IDENTIFIERS- *Curriculum Specialists; *Florida
An instrument for to assessing the extent to which postsecondary vocational education programs are competency-based consisted of 159 items grouped into 8 subscales corresponding to 4 standards: (1) identification and validation of competencies; (2) procedures for assessing student competencies; (3) instructional procedures; and (4) administrative support. The items were reviewed by a national sample of vocational curriculum specialists/content experts (N=14) who rated each item on the extent to which it differentiated between competency-based and conventional vocational education. Each item was classified as having received high, moderate, or low agreement. A log-linear analysis was completed with the item as the unit of analysis. Results indicate that agreement among raters was higher with the items from acknowledged competency-based programs than from programs identified as conventional, and was lower for items related to the basic standards of competency-based vocational education than for the facilitating standards. Two data tables are included. (Author/SLD)

ED 323 249 TM 015 470

Learning Styles.
Missouri Univ., Columbia. Coll. of Education.
PUB DATE- 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Observation Techniques; *Cognitive Style; Cognitive Tests; Elementary Secondary Education; Individual Differences; *Learning; Scoring; *Student Evaluation; Teacher Evaluation; *Teaching Styles; *Test Manuals

Information is provided regarding major learning styles and other factors important to student learning. Several typically asked questions are presented regarding different learning styles (visual, auditory, tactile and kinesthetic, and multisensory learning), associated considerations, determining individuals' learning styles, and appropriate responses to learning style differences. Information on each of 10 learning style inventories and one teaching style inventory is presented in outline form. The learning style inventories include the: (1) CITE Learning Styles Instrument (A. M. Babich and others); (2) Child Rating Form (Manuel Ramirez and Alfred Castaneda); (3) Learning Style Inventory (Albert Canfield and others); (4) Learning Style Inventory (Rita Dunn and others); (5) Learning Style Inventory (Daniel Kolb); (6) Learning Style Identification Scale (P. Malcolm and others); (7) Learning Styles Inventory (Joseph Renzulli and Linda Smith); (8) Learning Style Profile (James W. Keefe and John S. Monk); (9) Paragraph Completion Method (David Hunt); and (10) Student Learning Styles Questionnaire (Anthony Graska and Sheryl Riechmann). The teaching style inventory includes the Instructional Styles Inventory (Albert Canfield and Judith Canfield). The outlines cover a brief discussion of the nature of the test items, target populations, norm groups, purpose, subcomponents, types of scores, scoring methods, validity and reliability information, copyright status, publisher, and date of most recent manual. An observational checklist is provided to help teachers assess student learning styles without using a test. (TJH)

ED 323 262 TM 015 509

McEwen, Nelly; Chow, Hau
Issues in Implementing Indicator Systems.
PUB DATE- Jun 90
NOTE- 32p.; Paper presented at the Annual Meeting of the Canadian Educational Researchers' Association (Victoria, British Columbia, Canada, June 5, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Educational Quality; Elementary Secondary Education; Foreign Countries; *International Programs; Outcomes of Education; Pilot Projects; *Program Implementation; *Systems Development
IDENTIFIERS- Canada School Achievement Indicators Project; *Educational Indicators; Educational Quality Indicators Project (Alberta); International Educational Indicators Project; *Quality Indicators

A conceptualization of educational indicator systems is presented, and their guiding principles and criteria are outlined. Three developmental projects are described that represent the indicator systems that promise to provide an explanatory framework for education. An indicator system should be perceived as an integrated whole in which the various aspects function as a system. Multiple indicators are needed to reflect the complexities of education. Any indicator system should be based on the goals, priorities, and expectations of its originating group, whether local, provincial, national, or international. The three examples that illustrate a broad perspective on indicator systems that attempt to embed student outcomes in the context of the educational system are: (1) the International Educational Indicators Project focusing on Australia, the United States, France, Austria, the Netherlands, and Canada; (2) the Council of Ministers of Education, Canada School Achievement Indicators Project; and (3) the Educational Quality Indicators Project of Alberta (Canada). These examples illustrate the importance of involving the stakeholders in the establishment of an effective and integrated system of indicators. A 79-item list of references is included. (SLD)

ED 323 142 SO 030 177

Marshall, Ineke Haen; And Others
Towards an "Americanization" of Dutch Drug Policy? Revised .
PUB DATE- Jun 90
NOTE- 42p.; An earlier version of this paper was presented at the Annual Meeting of the American Society of Criminology (Chicago, IL, November 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Drug Abuse; *Drug Addiction; *Drug Legislation; *Foreign Policy; Higher Education; *Illegal Drug Use; *International Cooperation; International Law; National Programs; Social Science Research
IDENTIFIERS- *Drug Policy; *Netherlands
Historically, the Netherlands liberal approach to the problems related to drug use has been based on tolerance and a pragmatic concern for "harm reduction." Since the early 1980s, however, a shift has taken place in the direction of a tougher policy. This document describes: (1) the main features of the Dutch approach to the control of mind-altering drugs; (2) how Dutch drug policies have changed since the beginning of the 1980s; and (3) some of the domestic and international factors involved in the re-direction of Dutch drug policies. It is concluded that in the future, increasing international demands for unified world drug control laws will put mounting pressures on the Dutch government to compromise its successful and pragmatic public-health based drug policy. (Author/NL)

ED 323 176 SP 032 534

Bauer, Norman J.
Pedagogy and the "Other" Dimension of Teacher Preparation: A Trend and a Response.
PUB DATE- Apr 90
NOTE- 10p.; Paper presented at the Spring Conference of the Confederated Organizations of Teacher Education (Syracuse, NY, April 26-27, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; Educational Improvement; *Educational Trends; *Foundations of Education; Higher Education; Preservice Teacher Education; *Relevance (Education); *Teacher Education Curriculum
To reverse a trend in teacher education away from the foundations of education and toward a mechanistic technology, a new approach is suggested. In addition to pedagogy, the professional dimension of undergraduate preparation should emphasize "educology," i.e., knowledge and understanding of the sociological, economic, legal, and political realities that prevail in the larger society. Each of the disciplines, pedagogy and educology, would consist of subdisciplines. Pedagogy would consist of methodologies in each of the subjects taught in the schools, audio-visual practices, classroom management strategies, measurement and evaluation, computer applications, etc. Educology would consist of such subdisciplines as history of education, philosophy of education, curriculum theory, theories of learning, economics, politics, anthropology, sociology of education, and policy studies. These areas of intellectual development, traditionally associated with the foundations of education, have been an essential dimension of the preparation of prospective teachers and must continue to be so. (JD)

ED 323 192 SP 032 576

Deering, Rosemarie
Developing a Multi-Dimensional, Active Learning Model for Undergraduate Secondary Education Teacher Preparation at Kansas State University.
PUB DATE- 89
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; *Liberal Arts; Professional Education; *Program Development; Program Effectiveness; Secondary Education; *Secondary School Teachers; *Teacher Education Programs; *Teacher Student Relationship; Theory Practice Relationship
IDENTIFIERS- Kansas State University
Now in its third year of implementation, the new secondary education teacher preparation program at Kansas State University (KSU) is designed to enhance the climate for educational reform. The program includes liberal arts studies, a defined course of study for each secondary teaching discipline, and three sequentially ordered semester blocks of professional studies. The program fits into principles used as guidelines for effective educational experiences (American Association for Higher Education, 1987). Significant aspects of the KSU secondary education program include integration of theory and practice, three sequentially developmental blocks of professional education, active learning promoted by extensive student-faculty contact, instructor modeling, peer coaching, beginning attempts to bridge professional education with arts and sciences, and ambitious research studies to evaluate the program. The strength of the program lies in the attention to core knowledge, academic richness, active learning, and clinical experiences as they are embedded within the larger context of educational leadership. (Author/JD)

ED 323 275 UD 027 619

Papers, Programs, and Technical Assistance Services for Educators of At-Risk Students.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 110p.; Compiled by the Nation's Regional Educational Laboratories.
AVAILABLE FROM- Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- American Indians; Annotated Bibliographies; *Dropout Prevention; *Dropout Programs; Educationally Disadvantaged; Educational Research; Elementary Secondary Education; *High Risk Students; Minority Group Children; Program Descriptions; *Research Reports; *Technical Assistance

This document is a set of resource summaries for educators of students at risk compiled by the nine regional educational laboratories. The summaries are divided into papers, programs, and technical assistance services. Student characteristics, effective remedial instruction strategies, and urban programs are emphasized. The 44 papers are published or unpublished reports, research syntheses, or position papers on issues related to at-risk students. The 22 programs describe specific interventions through schools, communities, or other agencies. The 18 technical assistance services are sources of information, training, or consultation. Each summary contains the following information: (1) a brief description of the resource; (2) keywords or descriptors; (3) the population targeted; (4) a contact person; and (5) the name of the laboratory submitting the entry. Alphabetical lists of summaries and a list of the addresses and telephone numbers of the nine regional laboratories are included. (FMW)

ED 323 111 SE 051 571

Aikenhead, Glen S.
Teaching Science through a Science-Technology-Society-Environment Approach: An Instruction Guide. SIDRU Research Report No. 12.
Regina Univ. (Saskatchewan). Saskatchewan Instructional Development and Research Unit.
SPONS. AGENCY- Saskatchewan Dept. of Education, Regina.
REPORT NO.- ISBN-0-7731-0150-0; ISSN-0835-6580
PUB DATE- Jul 88
NOTE- 91p.; Contains some small print which may not reproduce well.
AVAILABLE FROM- Saskatchewan Instructional Development and Research Unit, Faculty of Education, University of Regina, Regina, Saskatchewan, Canada S4S 0A2 ($10.00 plus $1.50 mailing and handling (Canadian); 10% discount if five or more copies are ordered).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Services; Controversial Issues (Course Content); Decision Making; Discussion (Teaching Technique); Educational Improvement; *Educational Strategies; Educational Trends; *Elementary School Science; Elementary Secondary Education; *Foreign Countries; *Instructional Effectiveness; Instructional Innovation; Instructional Materials; Material Development; Media Selection; Problem Solving; *Science and Society; Science Curriculum; Science Education; Science Teachers; Scientific Literacy; *Secondary School Science; Simulation; Technology
IDENTIFIERS- *Saskatchewan
This guide is written for Saskatchewan science teachers (particularly grades 7-12) who wish to know more about features of the proposed new science curricula for Saskatchewan. The purpose is to clarify the expanding repertoire of science teaching strategies which a teacher will develop as he or she implements one of the new science courses in Saskatchewan. Suggestions on how to use the "new" strategies are also included. The guide describes and discusses instructional strategies often employed in teaching science through a science-technology-society-environment (STSE) emphasis. Discussions on the following strategies are included: (1) "Divergent Thinking"; (2) "Small Group Work"; (3) "Student-Centered Class Discussion"; (4) "Problem Solving"; (5) "Simulations"; (6) "Decision Making"; (7) "Controversies and Dilemmas"; (8) "Debating"; (9) "Resource Books"; (10) "Mass Media"; and (11) the "Community". Appendices include an evaluation sheet and a checklist for group assignments, a detailed analysis of debates and their evaluation, and an excerpt from "Science Technology Society"

discussing "New Instructional Strategies". (KR)

ED 323 127 SO 030 099

Distel, Brenda D.
Stock Market Project.
PUB DATE- 90
NOTE- 13p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Curriculum Development; *Economics Education; Free Enterprise System; Instructional Materials; Secondary Education; Social Studies
IDENTIFIERS- *Stock Market
This project is designed to teach students the process of buying stocks and to tracking their investments over the course of a semester. The goals of the course are to teach students about the relationships between conditions in the economy and the stock market; to predict the effect of an economic event on a specific stock or industry; to relate stock prices to laws of supply and demand; to develop and apply mathematics skills; to make basic computations; and to create and interpret graphs. All instructional materials are included. (NL)

ED 323 235 TM 015 440

Berger, Neal H.; And Others

The Flexible Policy for the Seventh Period/Extended School Day in Florida.
PUB DATE- 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; Board of Education Policy; *Boards of Education; Educational Legislation; *Educational Policy; *Extended School Day; Flexible Scheduling; High Schools; Interviews; *Policy Formation; Program Implementation; State Agencies; State Legislation; State Programs; State Surveys; Time Factors (Learning)
IDENTIFIERS- *Florida

Between 1983 and 1985, the Florida Legislature enacted legislation that increased the credits required for high school graduation and redefined the closely related length and configuration of the school day. Members of the Superintendent's Task Force on the Seventh Period/Extended School Day, members and staff of the legislature's education and appropriations committees, and personnel from the Florida Department of Education were surveyed concerning the flexibility of the implementation policy. "Flexibility" refers to the differentially funded options for the length and number of periods in the school day for grades 9 through 12. Seventeen individuals responded to a survey or interview during February 1986 about: (1) the rationale for the flexible policy; (2) the intended goals of the policy; (3) the anticipated effects on students and parents; (4) the anticipated effects on teachers and staff; and (5) the anticipated impact of mandated implementation requirements. Respondents viewed the current flexible policy as a means of compromise, consolidating differing opinions expressed when the legislation was passed. Respondents believed that the purpose of the extended school day was related to the increased high school graduation requirements and to the desire to increase the quantity and variety of academic courses for students. An apparent consensus favored a continuing flexible implementation policy to accommodate district uniqueness and autonomy. (SLD)

ED 323 288 UD 027 650

Planning for System Improvement in the Metropolitan Separate School Board: The School Review Model.
Metropolitan Separate School Board, Toronto (Ontario).
PUB DATE- 90
NOTE- 58p.
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Board of Education Policy; *Catholic Schools; *Educational Improvement; Educational Objectives; Elementary Secondary Education; Foreign Countries; Models; Program Descriptions; *Program Evaluation; *Program Implementation; Questionnaires; Urban Schools
IDENTIFIERS- *Toronto Public Schools ON

The school review model is used by the Metropolitan Separate School Board of Toronto (Ontario) to determine, in a positive and supportive manner, the extent to which policies, procedures, and practices have been implemented in the local schools to achieve the Board's goals and objectives. The following areas are reviewed: (1) the Catholic school community environment; (2) curriculum objectives, planning, and resources; (3) communication strategies; (4) physical, human, and fiscal resources; (5) leadership initiatives; (6) professional development; and (7) student and personnel supervision and evaluation. Schools selected for review are given an orientation to the process and must submit a written profile. A team composed of external and internal reviewers conducts the following activities: (1) classroom visits; (2) a financial audit; (3) group teacher interviews; (4) an enrollment and attendance reports review; (5) a facilities-use verification; and (6) teacher, pastor, and parent perception surveys. The mission statement and objectives of the Metropolitan Separate School Board are included. The following materials are appended: (1) lists of the roles and responsibilities of the local Superintendent of Education and the principal in the school review process; (2) a copy of the school profile form; (3) guides for classroom visitations and group interviews; and (4) the pastor, parent, and teacher perception survey questionnaires. (FMW)

ED 323 160 SO 030 219

Chilcoat, George; Stahl, Robert J.
Understanding the Social Studies: A Review of the Meanings of Understanding with Implications for Student Learning and Classroom Instruction.
PUB DATE- 10 Nov 89
NOTE- 24p.; Paper presented at the annual meeting of the National Council for the Social Studies (St. Louis, MO, November 10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Diagnosis; Educational Research; Higher Education; Instructional Effectiveness; Secondary Education; *Social Studies; *Teacher Attitudes; *Teacher Effectiveness
The historical understanding that social studies teachers have is diverse. This diversity is explored by providing definitions from various sources, scholars, and pre- and in-service social studies teachers. Questions raised include: (1) what does it mean to understand; (2) what is the meaning of understanding; (3) the additional meanings of understanding; (4) Verstehen: a technical sense of understanding; (5) understanding from the perspective of social studies teachers; (6) understanding in conjunction with comprehension and explanation; and (7) implications of the meaning of understanding for social studies education. Descriptive statements representing goals, objectives, and rationales relative to history were constructed for the purpose of examining the concepts. A ten part "infoschemata" was outlined. Educators and historians have constructed these understandings about the teaching of history around what students or teachers have to do in the classroom and neglect what students can do on their own. (NL)

NOTE- 21p.
AVAILABLE FROM- National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824-1034 ($4.60).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alternative Teacher Certification; *Beginning Teachers; Comparative Analysis; Educational Background; Higher Education; *Knowledge Level; Mathematics Skills; *Mathematics Teachers; Secondary Education; *Teacher Education Programs; Teacher Effectiveness
IDENTIFIERS- *Knowledge Base for Teaching

This paper compares the mathematical understandings and pedagogical content knowledge of beginning teachers entering teaching through an alternate route program with those entering from three standard teacher education programs. The analysis challenges two common assumptions about becoming a secondary school mathematics teacher: (1) that people who major in mathematics without emphasis on education are more capable and know more than their mathematics education peers; and (2) that professional knowledge and pedagogical content knowledge are best acquired through practical experience as a teacher, university-based teacher education being unable to make practical or significant contributions to what teachers need to know or be able to do. Yet, despite structural and philosophical differences between university and alternate route programs, the novice teachers across the two groups were much the same. Neither the teacher education students nor the teacher trainees in the sample were well prepared to unpack meanings of mathematical ideas on the basis of their studies. Neither program had any consistently strong impact on novice teachers' ideas about the teacher's role or about desirable practices in teaching mathematics. Many in both groups were unable to represent basic content in meaningful ways at the end of their programs. The supposed advantage of teaching experience in the case of the alternate route teachers did not emerge as a significant factor in this study. (Author/JD)

ED 323 208 SP 032 617

Ball, Deborah Loewenberg; Rosenthal, James H.
The Construction of New Forms of Teaching: Subject Matter Knowledge in Inservice Teacher Education. Research Report 90-8.
National Center for Research on Teacher Education, East Lansing, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 90
NOTE- 27p.
AVAILABLE FROM- National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State Univ., East Lansing, MI 48824-1034 ($4.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

ED 323 220 TM 015 423

Ward, Annie W.; Barlow, Gene
Local Development of Subject Area Item Banks.
PUB DATE- 84
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Algebra; Biological Sciences; Biology; Career Education; *Educational Assessment; Elementary Secondary Education; Geometry; *Item Banks; *Local Issues; Pilot Projects; *School Districts; *Secondary School Students; *Test Construction; Testing Programs; Test Items; United States History
IDENTIFIERS- Curriculum Based Assessment
It is feasible for school districts to develop and use subject area tests as reliable as those previously available only from commercial publishers. Three projects in local item development in a large school district are described. The first involved only Algebra 1. The second involved life science and career education at the elementary level; and the third involved three subjects: (1) geometry, (2) biology, and (3) United States history. The algebra project was conducted during the summer of 1982 by five algebra teachers who wrote approximately 500 test items. Multiple test forms containing about 40 items each were tested on about 250 students. Items that performed acceptably were divided into two groups--one for dissemination to teachers, and one to serve as a test bank for the future. The other projects were similarly conducted during the school year. The projects demonstrated that it was possible for a local district to develop item banks, which can be used to improve educational assessment. It was important that the project be seen as item development, rather than test development, and that local curriculum objectives be reviewed. Careful selection of the teachers writing the items and careful review and editing of items were also essential. (SLD)

ED 323 250 TM 015 489

Eighth Grade Assessment of Mathematics and Reading. 1989 Summary Report.
Oregon State Dept. of Education, Salem.
PUB DATE- Jun 90
NOTE- 50p.
AVAILABLE FROM- Publications Sales Clerk, Oregon Department of Education, 700 Pringle Parkway SE, Salem, OR 97310-0290 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Core Curriculum; Educational Assessment; *Elementary School Students; *Grade 8; Junior High Schools; *Mathematics Achievement; Mathematics Tests; *Reading Achievement; Reading Tests; Standardized Tests; *State Programs; *Testing Programs; Test Results; Trend Analysis
IDENTIFIERS- Essential Learning Skills (Oregon); *Oregon Statewide Assessment Program; Second International Mathematics Study

In February 1989, statewide assessment tests in reading, mathematics, and writing were given to a sample of eighth graders throughout Oregon. The results and analyses of reading and mathematics assessments are presented. Important trends are described based on the analysis of data from 1985, 1987, and 1989. The 1989 information provides the first comprehensive look at student achievement in the Essential Learning Skills (ELS) strategies and basic skills that are a vital part of the new effort toward a common curriculum core in Oregon schools. Overall, Oregon eighth graders had slightly lower mathematics achievement than in 1987, with a decrease in computation scores, an increase in higher level math skills, and a more heterogeneous mixture of achievement levels. While Oregon students generally performed near the international median in the Second International Mathematics Study, they were slightly above United States levels and lower than Japanese scores. Reading test results were equivalent to 1987 scores, with gains in some areas. Significant gains were made from 1987 to 1989 in literal understanding, locating information, and implied understanding. The use of a "complete story" passage on the 1989 test was found effective. Seven figures and three tables are included. An Appendix contains one form of the reading test. (SLD)

ED 323 263 TM 015 513

White, Carole D.
Advanced Placement Program: Delaware Profile 1988-89.
Delaware State Dept. of Public Instruction, Dover.
PUB DATE- May 89
NOTE- 20p.
AVAILABLE FROM- Bureau of Archives and Records, Hall of Records, P.O. Box 1401, Dover, DE 19903 (microfiche).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Advanced Courses; *Advanced Placement Programs; *College Bound Students; Comparative Testing; High Achievement; High Schools; Private Schools; *Program Evaluation; Public Schools; *State Programs; *Testing Programs; Test Results
IDENTIFIERS- Advanced Placement Examinations (CEEB); *Delaware
The major objectives and benefits of the Advanced Placement Program (APP) are summarized, and data specific to Delaware are compared to national statistics about advanced placement (AP) courses in high schools. School participation in the APP is considered an indicator of academic success by educators and policy makers. The extent to which Delaware students participated in the May 1988 AP examinations and their success rates by subject area are provided. AP course offerings in Delaware public high schools and their 1988-89 enrollments by subject area are presented. Data are provided for 463 public and 526 non-public school students taking a total of 1,397 examinations. Delaware has a very high non-public involvement in AP examinations, with over half of those sitting for AP examinations representing non-public schools. Public school participation is increasing at about five times the rate of non-public participation. The state mean for all candidates exceeded the national mean by about 0.2 point. About 60% of Delaware's full-time public high schools provide AP courses. Twenty-seven percent of the examinations taken by public school students were in mathematics and science, 59% in English and social sciences, 12% in computer science, and 2% in foreign languages. Thirty-five percent of the examinations taken by non-public school students were in mathematics and science, 44% in English and social sciences, 8% in computer science, 11% in foreign languages, and 2% in art and music. Seven data tables are included. (SLD)

ED 323 097 SE 051 550

Franklin, Margaret; And Others
Add-Ventures for Girls: Building Math Confidence, Junior High Teacher's Guide.
Nevada Univ., Reno. Research and Educational Planning Center.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 90
NOTE- 350p.; For Elementary Teacher's Guide, see SE 051 549.
AVAILABLE FROM- WEEA Publishing Center, 55 Chapel Street, Newton, MA 02160 ($28.00).
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; Career Awareness; Computer Uses in Education; Cooperative Learning; Creative Thinking; Educational Environment; Elementary School Science; Elementary Secondary Education; *Females; *Junior High Schools; *Mathematical Applications; *Mathematics Anxiety; Mathematics Education; Mathematics Tests; Middle Schools; Problem Solving; Professional Development; Secondary School Science; Spatial Ability; *Student Attitudes; Teaching Guides; Vocational Education
This guide is designed to provide teachers with materials they can use with young women to help them to achieve in mathematics and to encourage them to take as many math courses as possible in high school. During their early school years, students develop skills and attitudes toward learning that form the basis of future academic growth. This guide for elementary school teachers includes strategies, activities and resources that deal with five major topics. Part 1, "Attitudes and Math," includes materials on mathematics confidence, math aspirations and expectations, and attribution patterns. Part 2, "Math Relevance," contains materials related to interest in mathematics, making mathematics more relevant and useful, and positive role models for girls. Part 3, "The Learning Environment," contains materials on teacher-student interaction patterns, cooperative learning, problem solving, and independent thinking, intellectual risk taking, and creative problem solving. Other issues are collected in Part 4. Materials on computers, spatial visualization skills, and test-taking skills are included. Part 5 "Mathematics Promotion," includes materials on parent involvement, school counselors, and administrators and other teachers. Each topic in this guide begins with a discussion of research findings on the practices and/or attitudes that affect girls' math attitudes and performance. Strategies, activities, and resources that can be used to address each topic are described. Within each topic, activities for the primary grades are generally listed before those for the intermediate grades. An annotated resource list at the end of each chapter provides resources that contain strategies, activities, and ideas. (CW)

ED 323 128 SO 030 100

O'Neil, John, Ed.
Music Education: Experts Take New Look at Performance, General Music.
Association for Supervision and Curriculum Development, Alexandria, Va.
PUB DATE- Jun 90
NOTE- 10p.
AVAILABLE FROM- Association for Supervision and Curriculum Development, 1250 N. Pitt Street, Alexandria, VA 22314-1403 ($1.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - Serials (022)
DESCRIPTORS- Course Descriptions; Elementary Secondary Education; *Music Activities; *Music Education; *Music Teachers; Performance; School Activities; Theater Arts
IDENTIFIERS- *Music History; *School Music Programs
This publication focuses on school music programs and music education. The document features information about performance; goals of music education programs; a broader role in the curriculum for music education; the role of contemporary music; and a description of four general music courses designed by teachers. An 18-item bibliography is included. (NL)

ED 323 143 SO 030 179

O'Brien, William A.
A Liberal Education for Business Ethics.
PUB DATE- May 89
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Education; *Business Responsibility; *College Curriculum; *Ethical Instruction; Ethics; General Education; Higher Education; Moral Values
IDENTIFIERS- *Business Ethics

The crisis in business ethics does not stem so much from the inability to distinguish between right and wrong as it does from the habits people develop over time. Choice in today's world seems to conflict with ethical beliefs. Ethics involves more than making choices; it also involves learning to live with results and accepting responsibility for decision making. The choices one makes have a meaningful impact and corporate United States misses the point in the current approach to the ethics crisis. By marketing ethics as good business, corporate United States does more to exacerbate the problem than to cure it. How can higher education teach ethics in ways that force students beyond exercises in problem-solving and decision-making? One method is by reversing thinking about ethics; i.e., to prescribe desired behaviors instead of proscribing unwanted behaviors. This means concentrating on what is moral and not on what is merely legal. Another method is by bringing liberal education into the business curriculum, by adapting traditional material to non-traditional situations, and by reducing the emphasis on careerism in education. (NL)

ED 323 177 SP 032 537

Feiman-Nemser, Sharon
Conceptual Orientations in Teacher Education. Issue Paper 90-2.
National Center for Research on Teacher Education, East Lansing, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 90
NOTE- 23p.
AVAILABLE FROM- National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824-1034 ($4.60).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; *Models; Preservice Teacher Education; Program Development; Social Values; *Teacher Education Curriculum; *Teacher Education Programs

This paper describes and analyzes five conceptual orientations that have dominated the thinking of teacher educators in this century: (1) academic; (2) personal; (3) technological; (4) practical; and (5) critical/social. Loosely connected to views of teaching, learning, and/or learning to teach, these conceptual orientations represent sets of ideas about the ends and means of teacher education. The academic orientation focuses attention on the distinctive work of teachers. The personal orientation gives primary attention to the teacher as a person and learner.

Technological and practical orientations reflect different ideas about the character of teaching and the sources of knowledge about teaching. The critical orientation focuses on the contexts of schooling, highlighting the teacher's obligations to pupils and society. To illustrate how these ideas have influenced teacher education practice, examples of specific programs or program components accompany the discussion of each orientation. The paper concludes with a discussion of the values and limits of the conceptual orientations framework as a guide to program development. (JD)

ED 323 193 SP 032 577

McCann, Kaye R.
School Discipline: Perspectives of Delaware Public School Teachers.
Delaware State Dept. of Public Instruction, Dover.
PUB DATE- Feb 89
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Discipline; Elementary Secondary Education; *National Surveys; *Public School Teachers; Student Behavior; *Teacher Attitudes
IDENTIFIERS- *Delaware

A survey of Delaware public school teachers in 1988 duplicated the 1986 nation-wide survey, "Public School Teacher Perspectives on School Discipline," conducted by the Center for Education Statistics. The Delaware study was also intended to allow comparisons to be made between national and Delaware data. The sampling frame consisted of all 142 regular public schools in Delaware classified by both school level and type of locale. A total of 465 teachers were surveyed. A comparison between the findings of the two surveys indicated: (1) Delaware teachers more frequently report that the amount of disruptive behavior has increased over the past 5 years; (2) proportionately more Delaware teachers report that they have considered leaving teaching due to student misbehavior; (3) a majority of teachers both nationwide and within Delaware report that while student misbehavior has little impact on their teaching, it does interfere with effective student learning; and (4) junior and senior high school teachers both nationwide and in Delaware report a higher incidence of disciplinary infractions or drug/alcohol use among students than do teachers at the elementary level; (5) a higher percentage of Delaware teachers report having been threatened by students; and (6) teachers nationwide and in Delaware have similar perceptions of the factors limiting their ability to maintain discipline, of school discipline policies, and of actions to improve school discipline. A copy of the survey is appended. (JD)

ED 323 276 UD 027 620

Guthrie, Larry F.
What Schools Can Do for Students at Risk.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 15p.; Based on a keynote address given at the Arizona School Administrators' Conference (May, 1989).
CONTRACT- 400-86-0009
AVAILABLE FROM- Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Compensatory Education; Dropout Prevention; *Educational Strategies; Elementary Education; *High Risk Students; *Instructional Improvement; Program Design; *Remedial Instruction; *Remedial Programs
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1
The single greatest issue facing American education today is how to improve the education of low achievers and other students at risk of school failure. Currently, elementary school students who have fallen behind academically are placed into special classes designed to eliminate those deficiencies. Students meet in a small group with either a resource specialist or an instructional aide for about half an hour each day. This half-hour is the result of a redistribution of instructional time and adds nothing to the total amount of instructional time the student receives. Most of the programs require that students be pulled out of the regular classroom to meet with a resource specialist. Those schools that use instructional aides for in-class instead of pull out programs usually do so for the pragmatic reason that a half-day aide is cheaper to support than a full-time credentialed teacher. However, research indicates that the instructional program, not its setting, is the key to program effectiveness. The following critical strategies for improving the education of at-risk students are discussed: (1) make at-risk students a priority in the school; (2) take a comprehensive approach; (3) invest in staff development; (4) raise expectations for at-risk students; (5) provide more quality time for learning; (6) coordinate instruction for each student; and (7) intervene as early as possible. A list of nine references is appended. (FMW)

ED 323 289 UD 027 658

Equal Opportunity Handbook: A Resource on Equal Opportunities for Education and Employment in Oregon Public Schools.
Oregon State Dept. of Education, Salem.
PUB DATE- Jul 90
NOTE- 22p.
AVAILABLE FROM- Publications Sales Clerk, Oregon Department of Education, 700 Pringle Parkway SE, Salem, OR 97310-0290 ($2.00).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; *Compliance (Legal); Court Litigation; *Educational Opportunities; Elementary Secondary Education; *Equal Education; *Equal Opportunities (Jobs); Public Schools; *Racial Discrimination; School Districts; *Sex Discrimination; State Schools
IDENTIFIERS- *Oregon

This handbook is an information source for Oregon public school districts developing policies to ensure equal opportunities in education, employment, and the provision of educational services required by Federal and state laws, regulations, and policies. Not addressed are issues and services for the handicapped or programs for migrants, the educationally disadvantaged, and delinquents. Precedent-setting court cases concerning discrimination on the basis of race and national origin are cited. The following materials are included: (1) a glossary; (2) answers to three commonly-asked questions about equal treatment for students, equal educational opportunity, and equal employment opportunities and affirmative action; (3) 36 summaries of case law related to school desegregation, busing, discrimination against non-English-speaking students and aliens, affirmative action, and sex discrimination in employment and educational opportunities; (4) a list of 17 Federal and state information sources; and (5) a list of 10 Oregon Department of Education publications about equal opportunity. (FMW)

ED 323 161 SO 030 227

Design and Drawing for Production: Syllabus.
New York State Education Dept., Albany.
PUB DATE- 90
NOTE- 81p.
LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Education; *Art Products; Commercial Art; *Course Descriptions; *Curriculum Design; *Design; Freehand Drawing; *Graphic Arts; High Schools; Instructional Materials; State Curriculum Guides
IDENTIFIERS- New York

In a departure from conventional learning and teaching, this New York State course syllabus was planned to provide high school students with opportunities in design and drawing, and experiences in creative thinking, decision-making, and problem-solving. The two-semester course presents an introduction to a universal graphic language by using methods to solve design and production problems employed by industrial engineering and architectural firms. Included in the syllabus are required course materials and outlines for developing skills in the areas of: (1) technical drawing; (2) design; (3) research; (4) historical references; (5) skills; (6) linkage; and (7) evaluation. A 44-item bibliography is attached and technical information related to teaching art design is appended. (NL)

ED 323 236 TM 015 441

Brewer, James K.
A Comfort Index for Statistical Inference-Making.
PUB DATE- 87
NOTE- 26p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Measures; *Hypothesis Testing; Rating Scales; Researchers; Research Reports; *Research Skills; *Statistical Inference; *Test Construction
IDENTIFIERS- *Comfort Index

An index that measures the degree of comfort a researcher has relative to statistical inference application is proposed. The index is calculated by selecting and weighting components inherent in the conduct of hypothesis tests and confidence intervals, and its values range from zero to one. To organize the components of the index, inference components are divided into two possibly overlapping categories: (1) a priori (those involved before collecting sample data); and (2) post hoc (those involved after data collection). An alphabetical glossary of components is provided, and methods of incorporating and weighting the components of a comfort index are outlined. A comfort index rating form is also provided. Illustrations of calculating and interpreting the index using a published research report and the comparability of indices produced by several researchers from one research report are described. Potential applications and limitations of the index are discussed. Five tables are included. (Author/TJH)

ED 323 264 TM 015 514

McCann, Kaye R.
Delaware Educational Assessment Program: Appendix to the Statewide Test Results. Summary Report Spring 1989.
Delaware State Dept. of Public Instruction, Dover. Div. of Research, Planning, and Evaluation.
PUB DATE- 89
NOTE- 39p.
AVAILABLE FROM- Bureau of Archives and Records, Hall of Records, P.O. Box 1401, Dover, DE 19903 (microfiche).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Achievement Tests; College Preparation; Compensatory Education; Disabilities; *Educational Assessment; *Elementary School Students; Elementary Secondary Education; General Education; Public Schools; Racial Differences; *Secondary School Students; Sex Differences; Special Education; *State Programs; Student Characteristics; Testing Programs; *Test Results; Vocational Education
IDENTIFIERS- *Delaware Educational Assessment Program; Education Consolidation Improvement Act Chapter 1; Stanford Achievement Tests
The summary report "Statewide Test Results, Summary Report, Spring 1989" provided educators and the general public with information about the Delaware Educational Assessment Program (DEAP) and the performance of Delaware public school students on the Stanford Achievement Test, Eighth Edition (Stanford 8). This appendix disaggregates the state-level test data to provide a better picture of how various subgroups of students performed on the statewide tests. The objective is to identify some of the inequities that need to be addressed. A total of 58,371 students in grades 1 through 8 and grade 11 from 17 districts completed the basic battery. Scores are reported by: (1) sex; (2) racial and ethnic category (White, Black, Hispanic, Asian/Pacific Islander, American Indian/Alaskan Native, or unspecified); (3) special education and handicapping condition (educable mentally handicapped, socially-emotionally maladjusted, or learning disabled); and (4) Chapter 1 (educationally disadvantaged) status. Student identification information was extracted from a tracking file maintained by the DEAP. Scores are reported in Normal Curve Equivalents and are provided for total reading, total language, total mathematics, thinking skills, and basic battery. Students in grade 11 were asked to identify their current high school program as college preparatory, vocational, or general. Fourteen tables and three bar graphs present the student data. (SLD)

ED 323 112 SE 051 572

Lane, Melissa J.
Women and Minorities in Science and Engineering.
National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
REPORT NO.- NSF-90-301
PUB DATE- Jan 90
NOTE- 174p.; For the 1988 report, see ED 291 605.
AVAILABLE FROM- National Science Foundation, 1800 "G" Street, Washington, DC 20550 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- American Indians; Asian Americans; Bachelors Degrees; Blacks; College Science; Employment Statistics; Engineering Education; *Females; Graduate Study; Higher Education; Hispanic Americans; *Minority Groups; Physical Disabilities; *Science Education; Secondary Education; Secondary School Science; *Sex Bias; *Social Bias; Undergraduate Study

An issue of paramount concern is the supply and quality of human resources available for scientific and technological activities of the United States. Science and engineering (S&E) personnel are vital in meeting challenges in areas such as scientific research, education, technological competitiveness, and national defense. The growing demand for scientists and engineers, in combination with the current decline in the college-age population makes it essential that every available source of personnel be developed. However, women, racial and ethnic minorities, and persons with physical disabilities have historically been underrepresented among scientists and engineers. A clear and factual picture of the situation and trends in participation is very important to rational and effective policy formation. This volume, the fifth in a series, is designed to provide the essential information to the U.S. Congress, the Administration, and others concerned with the overall strength of U.S. science and engineering and the provision of equal opportunities and equal treatment for women and minorities in this area. Specifically examined are: (1) the population of women scientists and engineers including employment characteristics; (2) the experiences of women in science and mathematics at all educational levels; (3) the differing experiences and characteristics of Blacks, Asians, Native Americans, and Hispanics in the U.S. science and engineering population; (4) minority experience in U.S. educational institutions; and (5) the employment characteristics of persons with physical disabilities in the U.S. science and engineering population. Appendices include technical notes and statistical tables. (CW)

ED 323 129 SO 030 116

Sperry, Robert
Education in Palau (Belau): General Information and Bibliography of English-Language Materials.
PUB DATE- Jan 89
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Educational Development; Educational History; *Educational Policy; Global Approach; *Library Research; Secondary Education; Vocational Education
IDENTIFIERS- Caroline Islands; *Palau (Belau)
A history of the development of education in Palau (Belau), the westernmost State in the Caroline Islands, is presented. The Caroline Islands were occupied in 1914 by Japan. The islands were devastated by World War II and 40 years of U.S. administration have not restored the islands to prosperity. Palau was declared a republic in 1986, but legal difficulties with its constitution have impeded the ratification of the proposed Compact of Free Association with the United States. The schools in Palau have followed U.S. curricula. The per pupil expenditure in 1985-86 was $1,462. Schooling is mandatory through grade 8 or until 16 years of age. There is a vocational college with an enrollment of 400 students, a staff of 93, and a library. Teacher education is being upgraded through the assistance of the University of Guam and San Jose State University in California. The paper includes a 24-item list of references to materials on Palau and education in the Republic. (NL)

ED 323 144 SO 030 185

Myers, Jeanette S.; Philbin, Margaret M.
Classroom Drama: Discourse as a Mode of Inquiry.
PUB DATE- 90
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Class Activities; Creativity; Curriculum Enrichment; Curriculum Guides; *Drama; Elementary Education; Grade 5; Instructional Materials; *Social Studies; Teaching Experience
IDENTIFIERS- *Active Learning
One means of understanding literature or historical events is to construct events, or go beyond the text or event. This technique enables students to use their own bodies and voices to understand the dynamics of a situation and add additional material that may not have existed at the time the event occurred. Such a practice provides opportunities for children to develop problem-solving skills and critical thinking skills, and to engage in active learning. This project involved a group of pre-service teachers working with fifth grade children. All students participated in dramatic improvisation as a means of experiencing the event being examined. The concluding activities for the exercise involved reflection through discourse and written language experiences. (NL)

ED 323 221 TM 015 424

Ashton, Patricia; And Others
Teachers' Sense of Efficacy: A Self- or Norm-Referenced Construct?
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 15p.
CONTRACT- 400-79-0075
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Research/Technical (143)
DESCRIPTORS- *Graduate Students; Higher Education; Measures (Individuals); Performance Factors; Psychological Characteristics; Self Concept Measures; *Self Efficacy; *Social Desirability; Teacher Attitudes; Teacher Characteristics; Teacher Education; *Teacher Effectiveness
IDENTIFIERS- Marlowe Crowne Social Desirability Scale; *Norm Referenced Construct; *Self Reference (Psychology)

Two approaches to the measurement of teacher efficacy were investigated to determine whether teachers' sense of self-efficacy is a self-referenced or norm-referenced construct. Two forms of an instrument consisting of 25 teaching problem situations were developed: one required self-referenced responses, while the other required norm-referenced responses. The two forms were randomly distributed to 65 classroom teachers enrolled in graduate classes at the University of Florida (Gainesville). In addition, two items measuring teacher efficacy from a Rand Corporation study and the Marlowe-Crowne Scale of Social Desirability were administered. Efficacy appears to be a norm-referenced, rather than a self-referenced, construct. Teachers appear to evaluate their effectiveness in terms of their performance in comparison to the performance of other teachers. Social desirability bias was a significant factor in the use of self-referenced vignettes. Three tables and one figure illustrate the study. (Author/SLD)

ED 323 251 TM 015 490

Samejima, Fumiko
Modifications of the Test Information Function.
Tennessee Univ., Knoxville. Dept. of Psychology.
SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
REPORT NO.- ONR-RR-90-1; R01-1069-11-002-91
PUB DATE- 30 Jun 90
NOTE- 45p.
CONTRACT- N00014-87-K-0320-4421-549
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability Identification; Adaptive Testing; Computer Assisted Testing; Elementary Secondary Education; *Equations (Mathematics); *Item Response Theory; *Mathematical Models; *Maximum Likelihood Statistics; *Test Bias; Test Items
IDENTIFIERS- *Ability Estimates; *Information Function (Tests); Modification Formulas; Theta Estimates
Two modification formulas are presented for the test information function in order to provide better measures of local accuracies of the estimation of "theta" when maximum likelihood estimation is used to provide the estimate of ability "theta." A minimum bound of any estimator, biased or unbiased, is considered; and Formula 1 is proposed for the maximum likelihood estimator in place of the test information function. A minimum bound of the mean squared error is considered, and Modification Formula 2 is proposed. Examples are given using data from 2,356 subjects taking the Iowa Level 11 Vocabulary Subtest and 2,259 subjects taking Shiba's Tests of Word/Phrase Comprehension. The usefulness of these modified test information functions in computerized adaptive testing is discussed. These topics are also reviewed for the monotonically transformed latent variable. Fifteen graphs and 3 data tables are provided. (SLD)

ED 323 162 SO 030 235

Yorke, Holbrook W., Comp.
Dwight David Eisenhower: A Bibliography.
Military Academy, West Point, N.Y. Library.
PUB DATE- 90
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Higher Education; Library Materials; Modern History; *Presidents of the United States; Reference Materials; Research Tools; Resource Materials; *United States History
IDENTIFIERS- *Eisenhower (Dwight D); Military Academy (West Point) NY

This bibliography of materials about Dwight David Eisenhower, a 1915 graduate of the United States Military Academy, was prepared in commemoration of the one hundredth anniversary of Eisenhower's birth, October 14, 1990. Materials presented include archives, audiovisuals, books, dissertations, journal articles and special collections. (DB)

ED 323 178 SP 032 548

Trotter, Gwendolyn
Pitfalls of the NCATE Process: One Perspective.
PUB DATE- 90
NOTE- 11p.; Prepared for the Summer Institute on Reform in Teacher Education Perspectives for the 21st Century (New Orleans, LA, May 27-30, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accreditation (Institutions); Delivery Systems; *Educational Objectives; *Evaluation Criteria; Faculty Development; Higher Education; Institutional Mission; Preservice Teacher Education; *Program Evaluation; Teacher Education Curriculum; *Teacher Education Programs
This paper offers guidelines for an institution preparing for an evaluation by the National Council for Accreditation of Teacher Education. The model includes consideration of the institution's guiding philosophy, the knowledge base frequently found attached to course syllabi, curriculum delivery mechanisms (instructional strategies, techniques, and methods), support services, evaluation, and final products identification. Other areas unique to the institution can be added to the model. Areas are outlined that should be questioned and discussed; e.g., design and delivery of curriculum, clinical experiences and school relationships, and faculty development. Areas are identified in which practical solutions to current problems or difficulties are possible. It is pointed out that blame or denial of realities may offer a focus for constructive change if these attitudes are faced honestly. (JD)

ED 323 194 SP 032 580

Nelson, Linda; And Others
An Evaluation of the Career Ladder Compensation Plan: Peoria Unified School District, Peoria, Arizona.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- Peoria Unified School District, AZ.
PUB DATE- Jun 89
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Ladders; Elementary Secondary Education; *Program Budgeting; Program Development; *Program Effectiveness; *Program Evaluation; Surveys; Teacher Characteristics; *Teacher Salaries
IDENTIFIERS- *Peoria Unified School District AZ

This report provides the Career Ladder Committee of Peoria Unified School District, Peoria, Arizona with an evaluation of the school district's Career Ladder Compensation Plan (CLCP). The Far West Laboratory for Educational Research and Development, in February, 1989, was contracted to assess the impact of the CLCP on teacher work and school operations in the district. The study was to provide the Committee with information on the strengths and weaknesses of this alternative teacher compensation program for use in shaping further refinements of the plan, now in its fourth year of implementation. The first section of this evaluation report provides information on the background of the plan and reasons for establishing it. Section 2 presents an overview of the plan and

includes descriptions of the organization and functions of the plan, career ladder budget allocations, and a profile of career ladder teachers. In Section 3, findings are presented on the effects of the career ladder on teachers, school organization, and student achievement. An assessment is included of the components of the career ladder plan. The appendices include the survey questionnaires used in gathering data for this report, budget allocation charts, teacher profiles by grade and subject level, and the survey reponses from participants. (JD)

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Elementary Education; Inservice Teacher Education; *Intellectual Disciplines; *Knowledge Level; *Mathematics Instruction; Summer Programs; Teacher Attitudes; Teacher Effectiveness; *Teaching Methods; Workshops; *Writing Instruction
IDENTIFIERS- *Knowledge Base for Teaching

This paper considers the role that teacher educators accord to subject matter knowledge in helping teachers to change their practice. Two inservice programs that aim to effect radical change in teachers' practices are examined, one focusing on the teaching of mathematics and the other on the teaching of writing. Drawing on data from interviews and questionnaires, as well as on observations of program staff members' work with teachers, the study analyzes how each program construed its subject matter and the role that subject matter knowledge was assigned relative to other kinds of knowledge and skills in helping participating teachers learn to teach mathematics or writing differently. The analysis shows that, for the most part, developing teachers' subject matter knowledge was not a top priority for either program. There seem to be two reasons for this situation. First, although both programs were centered on teaching a particular subject, the goals of the program staff encompassed fundamental changes in the roles of teachers and students and in teachers' views of learning and of learners. That participating teachers' knowledge of mathematics or writing tended to be thin underlies a second reason why staff members in both programs chose to emphasize other kinds of knowledge. The paper concludes with questions about choices faced by those who aim to change elementary teachers' practices in teaching mathematics or writing and the role of subject matter knowledge in learning to teach. (Author/JD)

ED 323 209 SP 032 618

Lampert, Magdalene; Ball, Deborah Loewenberg
Using Hypermedia Technology to Support a New Pedagogy of Teacher Education. Issue Paper 90-5.
National Center for Research on Teacher Education, East Lansing, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 90
NOTE- 22p.
AVAILABLE FROM- National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824-1034 ($4.60).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Computer Uses in Education; *Educational Technology; Elementary Education; Higher Education; *Hypermedia; *Instructional Improvement; Learning Strategies; Literature Reviews; *Mathematics Instruction; Media Research; Teacher Education

ED 323 098 SE 051 552

Cohen, David K.; And Others
Effects of State-Level Reform of Elementary School Mathematics Curriculum on Classroom Practice, Final Report. Elementary Subjects Center Series No. 25.
Center for the Learning and Teaching of Elementary Subjects, East Lansing, MI.; National Center for Research on Teacher Education, East Lansing, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 18 Jun 90
NOTE- 172p.
CONTRACT- R117-P8004
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824-1034 ($7.10).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTORS- Administrative Policy; Elementary Education; *Elementary School Mathematics; *Instructional Effectiveness; Instructional Improvement; Instructional Innovation; Mathematical Applications; *Mathematics Education; Mathematics Instruction; Needs Assessment; *Policy Formation; Rote Learning; Teacher Attitudes; Textbook Evaluation
IDENTIFIERS- *California
This project was a one-year study of California's reform effort in mathematics education. The research focused on two issues of great importance to current efforts to reform mathematics instruction: (1) What distinguishes teaching mathematics for "understanding" from rote performance and what does teaching mathematics for understanding in elementary schools entail? and (2) What can policy do to improve such mathematics teaching and learning? The research addressed these questions by examining effects on classroom practice of a state policy to promote teaching mathematics for understanding. In 1988-89 researchers observed and interviewed 23 second- and fifth-grade teachers concerning their knowledge and beliefs about mathematics teaching and policy initiatives, their efforts to change their practice, and resources and constraints that influenced their ability to do so. Researchers also interviewed administrators and policymakers at the school, district, and state levels. This report focuses on changes in teaching practices related to the state policy of teaching mathematics for understanding. Detailed case analyses are presented of nine elementary teachers in six different elementary schools (three high SES and three low SES schools) in three different school districts in California. Three themes emerging from these cases are discussed in a final commentary. The first theme concerns texts and other curriculum materials as agents of change; the second theme explores the "layers of reform"; the third theme focuses on the profound influence of practice on policy. (KR)

ED 323 145 SO 030 189

Goetsch, Lori A.
The Role of the Librarian in an Undergraduate Women's Studies Program.
PUB DATE- 89

NOTE- 10p.; Paper presented at the Annual Conference of the National Women's Studies Association (Baltimore, MD, June 14-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Institutional Libraries; Librarians; Library Instruction; *Library Services; Undergraduate Students; Undergraduate Study; User Needs (Information); *Womens Studies
IDENTIFIERS- Michigan State University
One of the aims of the Women's Studies Program at Michigan State University (East Lansing) is to augment undergraduate major programs by introducing the experiences of women into the various disciplines and involving students in inter-disciplinary studies. The College of Arts and Letters (ATL) offers a special topic course called "Women in America" which enrolls over 800 students every year in a three-term sequence that culminates in a research paper. Library instruction for ATL is the responsibility of the library information/reference department, which offers sessions in the library during the "research term" of the three-term sequence, to provide instruction in research strategies. During the instruction sessions, students are introduced to feminist issues. The success of the sessions has led to a three credit hour course, "Bibliographic Methods for Women's Studies Research." The structure for the instructional design and the methods used for each element of the learning model are provided in this course development description. (NL)

ED 323 222 TM 015 425

Stoker, Howard
Performance Characteristics of Florida's Early Exit Equivalency Candidates.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Adult/Community Education.
PUB DATE- 84
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; Equivalency Tests; High Achievement; *High School Equivalency Programs; High Schools; High School Students; Low Achievement; Nontraditional Education; *Performance Factors; Standardized Tests; *State Programs; *Student Characteristics; *Testing Programs
IDENTIFIERS- *Early Exit Programs; Early Graduation; *Florida; General Educational Development Tests

The impact of the Early Exit Program (EEP) on Florida schools was studied. Questions asked about those who pass the General Education Development (GED) tests to earn a high school diploma included: (1) whether such students are high achievers who might contribute to a brain drain from the high schools; (2) whether they are low achievers who cannot pass high school courses; and (3) whether they are fairly representative of the general range of high school students. Achievement scores on district level achievement tests were compared to GED tests for 410 students from four Florida districts who passed the GED between January 1981 and May 1983. Those who passed were neither predominantly high or low achievers on the high school tests; they represented the entire range of achievement, with the majority falling in the 40 to 80 percentile range on the district tests. Correlations between the GED tests and district level tests support the notion that the GED tests measure intellectual skills and knowledge that would be expected to have developed in children during their school years. The EEP serves an upper-middle group of students. If a student is failing high school classes because of failure to learn, the EEP will evidently not provide an avenue to an easy diploma. Fourteen tables present study data. (SLD)

ED 323 237 TM 015 442

Belcher, Marcia J.; Einspruch, Eric
An Examination of CLAST Retake Performance: Is More Time an Advantage to Test Takers?
PUB DATE- 87
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Research/Technical (143)
DESCRIPTORS- College Entrance Examinations; Community Colleges; Comparative Testing; *Criterion Referenced Tests; Higher Education; *Reading Tests; Response Style (Tests); *Timed Tests; *Undergraduate Students; *Writing Tests
IDENTIFIERS- *College Level Academic Skills Test; *Retesting; Subtests
The appropriateness of using time limits when measuring students' competence is questionable. This study assessed whether students who had failed the College Level Academic Skills Test (CLAST) could improve their performance if they were allowed additional time on retaking the test. Subjects were 641 students who took the CLAST from fall 1982 through fall 1986 at Miami-Dade Community College. Because standardized time allotments for completing the CLAST subtests could not be altered for the study, only students retaking the reading and writing subtests were included. These students are allowed 70 minutes to complete one or both subtests. A total of 296 students retook the reading subtest, 205 students retook the writing subtest, and 140 students retook both the reading and writing subtests. It was concluded that, after adjustments were made for previous performance, students who were allowed 70 minutes to retake the CLAST reading or writing subtest outperformed students who had only 35 minutes to complete the test. It seems that the number of correct answers, rather than speed in responding, should be the major determinant in assessing whether a student is competent in reading and writing. Three data tables are included. (Author/TJH)

ED 323 277 UD 027 621

McDonald, Jean; And Others
Increasing the Supply of Women and Minority Engineers: An Agenda for State Action. Executive Summary.
National Governors' Association, Washington, DC. Center for Policy Research.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- ISBN-1-55877-116-6
PUB DATE- 90
NOTE- 15p.

CONTRACT- ENG-8915099
AVAILABLE FROM- NGA Publications, 444 North Capitol Street, Suite 250, Washington, D.C. 20001 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Affirmative Action; Educational Improvement; Educational Research; Elementary Secondary Education; *Engineering Education; Engineers; *Females; Higher Education; *Minority Groups; *Science Education; *State Agencies; State Departments of Education; State Officials
IDENTIFIERS- Research Summaries

This document summarizes a report that analyzes the issues affecting the participation of women and minorities in science and engineering. The report makes recommendations for governors, state agencies, and state educational institutions on how such participation can be increased. The current lack of women and minorities in science and engineering is a critical issue facing the nation. The special needs of these groups must be addressed on the elementary/secondary level as well as the university level. Governors can play a key leadership role in increasing awareness. State agencies and state education departments can undertake a variety of activities based on the following objectives: (1) improve the study of mathematics and science for all students and provide programs targeted at women and underrepresented minorities; (2) improve the ability of students to transfer from two-year community colleges to engineering programs; (3) promote the development of undergraduate minority engineering programs to improve the academic performance and graduation rates of minority students; (4) encourage the establishment and expansion of programs that specifically encourage more women to pursue careers in engineering; (5) develop programs to improve faculty awareness of the needs of women and minority students at both the college and precollege level; (6) hold educational institutions accountable for increasing the number of women and minority students who complete engineering degrees; (7) incorporate the goal of increasing the number of women and minority engineers into state science and technology programs. The table of contents of the full report is included. (FMW)

ED 323 130 SO 030 117

Sperry, Robert
Education and Libraries in Tuvalu (The Ellice Islands): General Information and Bibliography of English-Language Materials.
PUB DATE- Jan 89
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Developing Nations; *Educational Development; *Educational Policy; Foreign Countries; Global Approach; *Library Research; Secondary Education
IDENTIFIERS- *Tuvalu
This study documents the recent history of Tuvalu, a group of nine small atolls in the western Pacific. Formerly a crown colony, Tuvalu has been independent from Great Britain since 1978. The population is approximately 8,300. Children in Tuvalu attend primary schools through grade 10. In 1986 there were 9 government primary schools with a total enrollment of more than 1,000 children. Secondary education is offered at one school (enrolling 269 students in 1981) and provided cooperatively by the government and the Tuvalu Church (London Missionary Society) to which 97% of the population belong. The study also includes a 15-item bibliography. (NL)

ED 323 265 TM 015 521

Klein, Thomas W.
The Nevada Proficiency Examination Program Results of the 1988-89 Examinations.
Nevada State Dept. of Education, Carson City. Planning, Research and Evaluation Branch.
PUB DATE- May 90
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Tests; Elementary Secondary Education; Grade 3; Grade 6; Grade 9; Grade 11; Graduation Requirements; *Mathematics Achievement; Minimum Competency Testing; *Norm Referenced Tests; *Reading Achievement; Scoring; State Legislation; *State Programs; Testing Programs; *Test Results; *Writing Achievement
IDENTIFIERS- *Nevada Proficiency Examination Program

Results of the administration of the Nevada Proficiency Examination Program in 1988-89 are presented. The program, established by legislation in 1977 and amended in 1983 and 1987, provided for the administration of examinations of proficiency and achievement in reading, writing, and mathematics before the completion of grades 3, 6, 9, and 12. It also permitted the adoption of different standards of proficiency for students with diagnosed learning disabilities. The first of two major assessment efforts under the program involves the administration of a nationally normed standardized test of academic achievement in reading and mathematics in the third, sixth, and ninth grades; in language in the third and sixth grades; and in writing in the ninth grade. These tests are intended to identify those students who might require additional assistance in order to maintain the typical pattern of promotion through the grades. The second major assessment effort involves testing of all 11th-graders in reading, mathematics, and writing, using state-developed minimum competency examinations. Eleventh-graders must pass all three examinations to graduate with a diploma; students have a total of four opportunities to pass the 11th-grade examinations. Texts of statute mandating the testing program, scoring guides for the writing assessment, and common test score scales used in education are appended. Three bar graphs and six data tables are included. (TJH)

ED 323 113 SE 051 573

Cauthen, Lavetia; And Others
Mathematics/Computer Integrated Curriculum, K-1.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- Aug 90
NOTE- 69p.; For related documents, see SE 051 574-578.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; *Course Content; Curriculum Design; Curriculum Development; Curriculum Guides; *Elementary School Mathematics; Fractions; Geometry; *Grade 1; Instructional Materials; *Kindergarten; Learning Activities; Mathematics Curriculum; Mathematics Education; Mathematics Skills; Primary Education; Teaching Guides; Time
IDENTIFIERS- *LOGO Programing Language
This manual designed for kindergarten and grade 1 is part of a series for a program to integrate the teaching and learning of mathematical and computer concepts and skills in the elementary school. The manual contains 41 lessons. Each lesson includes information on the topic, suggested grade level, mathematics concepts and skills, objective, prerequisite skills needed, and activities. Topics contained in the lessons include: (1) problem solving; (2) geometry; (3) numbers; (4) measurement; (5) number concepts; (6) addition; (7) comparing; (8) estimating; (9) time; and (10) fractions. Software used for the activities is primarily LOGO. (KR)

ED 323 163 SO 030 345

Meyer, Kathleen M.
Gandhi: An Alternative for Conflict Resolution.
PUB DATE- Aug 90
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Class Activities; Colonialism; *Conflict Resolution; Foreign Countries; Imperialism; Problem Solving; Secondary Education; *Social Change; Social Studies; Teaching Methods; *World History
IDENTIFIERS- *Gandhi (Mahatma); *India; Nonviolence
Designed to expose high school students to an alternative method of conflict resolution, this lesson revolves around the Indian movement for independence from Great Britain and the principles of non-violence advocated by Mahatma Gandhi which helped make that movement successful. The activities presented are designed to fit into a general world history class studying the themes of colonialism or imperialism, or when covering the history of India. A brief bibliography of works containing the writings of Gandhi and general texts on Indian independence is included. (DB)

ED 323 179 SP 032 551

Lopes, Fatima; Tavares, Antonio
Physical Education. Multicultural Education Resource Book.
Manitoba Dept. of Education, Winnipeg.
PUB DATE- 89
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Games; Elementary Education; Foreign Countries; *Multicultural Education; *Physical Activities; Physical Education; *Playground Activities; Teaching Guides
Instructions are given for playing children's games originating in Brazil, Japan, China, Korea, Greece, Australia, Italy, Russia, Czechoslovakia, Yugoslavia, Canada, the Philippines, the United States, and India/Pakistan. (JD)

ED 323 195 SP 032 581

Hammer, Charles H.; Gerald, Elizabeth
Selected Characteristics of Public and Private School Teachers: 1987-88. E.D. Tabs.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-90-087
PUB DATE- Jul 90
NOTE- 50p.; Data Series: DR-SAS-87/88-4.1.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Annual Reports; Degrees (Academic); Elementary Secondary Education; Geographic Distribution; Incentives; Multiple Employment; *National Surveys; *Private Schools; *Public School Teachers; *School Statistics; School Surveys; Teacher Certification; *Teacher Characteristics; Teacher Salaries; *Teaching Experience
IDENTIFIERS- Schools and Staffing Survey (NCES); *Teacher Surveys
This report on public and private school teachers presents data on personal characteristics, highest degree earned, years of experience, type of certification, salary and incentives, and nonschool employment. National estimates are provided for all data, and state estimates for public school teachers' highest degree earned, years of experience, and salary. The data were collected on the Public and Private School Teachers Questionnaires, two of seven questionnaires comprising the 1987-88 Schools and Staffing Survey (SASS), developed by the U.S. Department of Education's National Center for Education Statistics and conducted by the U.S. Bureau of the Census. The data are displayed in 13 tables. The survey methodology is described in the technical notes. Information on the source for more information is provided, and the Public School

Teachers Questionnaire is appended along with a notation on the differences in a few response items on the Private School Teachers Questionnaire. (JD)

ED 323 252 TM 015 491

Samejima, Fumiko
Predictions of the Reliability Coefficients and Standard Errors of Measurement Using the Test Information Function and Its Modifications.
Tennessee Univ., Knoxville. Dept. of Psychology.
SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
REPORT NO.- ONR-RR-90-2; R01-1069-11-003-91
PUB DATE- Jul 90
NOTE- 32p.
CONTRACT- N00014-87-K-0320-4421-549
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability Identification; Elementary Secondary Education; *Equations (Mathematics); *Error of Measurement; *Item Response Theory; *Mathematical Models; Monte Carlo Methods; Prediction; Simulation; *Test Reliability
IDENTIFIERS- Ability Estimates; *Information Function (Tests); *Reliability Formulas; Theta Estimates
Because the test information function and its two modified formulas provide useful information, the reliability coefficient of a test is no longer necessary in modern mental test theory. Yet it is interesting to know how to predict the coefficient using the test information function and its modifications, tailored for each separate population of examinees. In the process, it becomes apparent that the traditional concept of test reliability is misleading, for without changing the test the coefficient can be drastically different if the population of examinees changes. To illustrate, six ability distributions are hypothesized, and predictions of their tailored reliability coefficients and tailored standard errors of measurement are made. Using Monte Carlo methods, a simulation study produced a response pattern for each hypothetical subject for each of the test and retest situations. These examples make the differences among the separate ability distributions and among the three predicted indices for each ability distribution clearly visible. Five tables and three graphs are included. (SLD)

ED 323 131 SO 030 124

Sperry, Robert
Archives, Manuscripts, and Records in and about Papua New Guinea: One Hundred Years of Creation, Dispersion, and Limited Return.
PUB DATE- May 87
NOTE- 50p.; Paper written for graduate study, Florida State Univesity.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Archives; Developing Nations; *Educational Development; *Educational Policy; Elementary Secondary Education; Foreign Countries; Global Approach; Higher Education; *Historiography; *Library Research; Social Studies
IDENTIFIERS- *Papua New Guinea
This study of Papua New Guinea gives a historical overview of the area and its colonization. The first public library was founded in the capital of Port Moresby in 1936. Granted independence in 1976, Papua New Guinea is now a parliamentary democracy. This document traces the location of the various historical archival material dealing with the history of the country and includes biographical information on each of the historical figures mentioned. In addition, there is a description of the history and development of the National Library Service and an explanation of the techniques for sarching for and locating the geographically dispersed materials listed in a 118-item bibliography. (NL)

ED 323 146 SO 030 192

Garner, Jane; And Others
Television News and Presidential Campaigns: The Legitimization of Televised Political Advertising.
PUB DATE- 90
NOTE- 28p.; Paper prsented at the Annual Convention of the International Communication Association (Dublin, Ireland, June 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elections; Higher Education; *Mass Media Role; *News Reporting; *Political Campaigns; *Political Influences; Political Issues; *Presidential Campaigns (United States); *Television
IDENTIFIERS- *Television News
This study investigated the way that network television covered televised political advertising in presidential campaigns from 1972 through 1988. The findings indicated a substantial increase in the coverage of spots on the network evening news in 1988. In addition, 1988 coverage tended to cover negative spots more than positive ones and was more likely to be characterized by an unfavorable than a favorable slant. The suggestion is made that this increased exposure may have benefited campaigns by providing free airing of their spots, as well as legitimizing the use of political commercials as a factor in voter decision making. (NL)

ED 323 164 SO 030 391

Scott, Thomas J.
A Comparative Study of the Development Process: India, Kenya, and Rural Minnesota. A Lesson Plan for Secondary Social Studies.
PUB DATE- 90
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Class Activities; Curriculum Guides; *Developing Nations; Economic Development; Foreign Countries; *Global Approach; Secondary Education; Social Change; *Social Studies; Teaching Methods
IDENTIFIERS- India; Kenya; Minnesota
Arguing that conditions in developing countries are underexamined in the social studies curriculum, the author designed lessons to explore the development process in three different areas of the world. Upon completing the activities outlined, secondary students will understand that development is a process involving a variety of interrelated economic, political, social, and cultural factors. The students will gain an enhanced appreciation for the complexity of social change and the internal and external forces that influence change. Six activities are featured: (1) introduction to the development process; (2) analyzing measures of development; (3) rural development in India; (4) small business development in Kenya; (5) creating alternative business in Minnesota; and (6) concluding activities. A 12-item bibliography also is included. (DB)

SP

ED 323 180 SP 032 555

The Affective Domain in Physical Education. Curriculum Support Series.
Manitoba Dept. of Education, Winnipeg.
REPORT NO.- ISBN-0-7711-0792-7
PUB DATE- 89
NOTE- 109p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Affective Behavior; *Affective Objectives; Elementary Secondary Education; Foreign Countries; *Physical Education; Role Models; Self Concept; Teacher Attitudes; *Teacher Behavior; Teacher Effectiveness; *Teacher Student Relationship; Teaching Guides

This guide is divided into four main parts. Part 1 explains the meaning for teachers of affective domain and states the purpose of the guide, which is to provide a practical, teachable, measurable, and accessible approach to development of positive social behaviors and attitudes in physical education. Part 2 presents outlines of the basic foundations of positive teacher behavior (e.g., acting as a good role model, providing positive feedback, and empathizing with students). In the third part, goals and objectives are presented, in schematic form, first for grades K-12 in general and then for grades K-6, 7-9, and 10-12. The fourth part, on practical programming, describes a planned approach toward attainment of stated K-12 affective learning goals. The approach is called "The Care Package" for the first letter of each of its elements: communication, action, reinforcement, and evaluation. These four elements are interlinked and structured for use by teachers in accordance with the demands of their respective programs. Activities are outlined for each element. A list of resources and samples of a number of forms conclude the document. (JD)

A description is given of a 3-year research and development project designed to address the fundamental problems of preparing elementary teachers to teach mathematics for understanding. The use of a new technology is proposed. Hypermedia combines elements of multimedia environments for learning and teaching with a recent development in computer software called "hypertext," a representation of multiple and flexible links between discrete pieces of data that allows users to navigate along multiple paths through a network of chunks of information and to build and store their own links. A hypermedia tool can make it possible to access and link video representations of a year's worth of teaching and learning in two mathematics classrooms from teachers' and students' perspectives. It will include video and textual representations of teachers' thinking about both the mathematical content and the pedagogical decisions involved in their work, graphic and textual representations produced by students of their mathematical reasoning processes, and video and textual annotations which analyze lessons from the perspective of relevant academic disciplines. Hypermedia can give teacher education students an experience that is close to observing good mathematics lessons in real classrooms and then give them the opportunity to analyze those lessons with the teacher who taught them. (JD)

ED 323 210 SP 032 619

Floden, Robert E.; And Others
Two Views of the Role of Research on Teacher Thinking. Issue Paper 90-4.
National Center for Research on Teacher Education, East Lansing, MI.
SPONS. AGENC- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 90
NOTE- 3[illegible].
AVAILABLE FROM- National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824-1034 ($4.90).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage

ED 323 238 TM 015 443

Jolly, S. J.; And Others
The Effect of Test Speededness on the Validity of Reading Comprehension Scores.
PUB DATE- 87
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Research/Technical (143)
DESCRIPTORS- *Elementary School Students; Grade 4; Intermediate Grades; Item Response Theory; Norm Referenced Tests; *Reading Comprehension; Reading Tests; School Districts; *Scores; Test Interpretation; Test Results; *Test Validity; *Timed Tests
IDENTIFIERS- Aggregation (Data); Palm Beach County Schools FL; Rasch Model; *Speededness (Tests); *Stanford Achievement Tests
This study examined irregularities in reading comprehension (RC) test results at both the individual and aggregate levels, focusing on the effect of test speededness on test scores. Data were taken from results of the Stanford Achievement Test--Seventh Edition (SAT/7), administered during April of 1983 to about 50,000 Palm Beach County (Florida) students in grades 2 through 9. This study concentrated on fourth graders. To examine the effect of speededness, the performance on other SAT/7 subtests of students who completed the RC subtest was compared to that of students who did not finish the subtest. Individual student and classroom score profiles were grouped on the basis of RC subtest completion rates. Groups that completed the RC subtest scored lower on other battery subtests (e.g., language) than did those that did not complete the RC measure. Given these results, the test publisher agreed to generate norms based on the first 40 items of the 60-item RC subtest, using the Rasch model. Rescoring the RC subtest with the 40-item norms substantially corrected score irregularities. Results suggest that test speededness is one aspect of measurement that can affect test meaning and interpretation materially. Four figures and four data tables are included. (Author/TJH)

ED 323 099 SE 051 553

Depenbusch, Joyce Harmon
Wildlife is Basic. Teacher's Guide, P-K.
Kansas State Dept. of Wildlife and Parks, Pratt. Wildlife Education Service.
PUB DATE- Jul 87
NOTE- 68p.; For related documents, see SE 051 554-559.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Conservation (Environment); *Elementary School Science; *Environmental Education; Instructional Materials; Interdisciplinary Approach; *Kindergarten; Natural Resources; Preschool Education; Primary Education; Science Education; Science Materials; Teaching Guides; *Wildlife
IDENTIFIERS- *Habitats
"Wildlife is Basic" is a part of a series of materials in the Wildlife Education Service for Kansas youth series. The goal of the program is to provide information about wildlife and to establish in children an awareness and appreciation of wildlife. This booklet was written for preschool and kindergarten children but can be easily adapted for other grades. The materials are designed for multidisciplinary use and include materials for the study of numbers, alphabet, seasons, colors, and growth as well as wildlife. The teacher's guide includes the following materials: (1) an introduction and foreword; (2) an opinionnaire about the materials; (3) a student award form; (4) ideas for classroom bulletin boards; (5) reproducible worksheets for students; (6) supplemental activities and approaches for language arts, science, art, industrial arts, mathematics, social studies, music, and physical education; and (7) appendices which list resources and references, and includes a glossary of terms used in teaching this topic. (CW)

ED 323 114 SE 051 574

Guss, Michael; And Others
Mathematics/Computer Integrated Curriculum, Grade 2.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- Aug 90
NOTE- 46p.; For related documents, see SE 051 573-578.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; *Course Content; Curriculum Design; Curriculum Development; Curriculum Guides; *Elementary School Mathematics; Geometry; *Grade 2; Instructional Materials; *Learning Activities; Mathematics Curriculum; Mathematics Education; Mathematics Skills; Pattern Recognition; Primary Education; Teaching Guides; Time
IDENTIFIERS- *LOGO Programing Language
This manual designed for grade 2 is part of a series for a program to integrate the teaching and learning of mathematical and computer concepts and skills in the elementary school. The manual contains 34 lessons. Each lesson includes information on the topic, suggested grade level, mathematics concepts and skills, objective, prerequisite skills needed, and activities. Topics contained in the lessons include: (1) problem solving; (2) geometry; (3) numbers; (4) measurement; (5) number concepts; (6) addition; (7) time; (8) patterns; and (9) making inferences and drawing conclusions. Software programs used for the activities are specified for each lesson. (KR)

ED 323 223 TM 015 426

Jones, Bernard; And Others
Relationship of Student Achievement and Grade of Entry into the Intermediate School.
PUB DATE- 84
NOTE- 26p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Age Differences; *Elementary School Students; Grade 6; Grade 7; Intermediate Grades; Junior High Schools; *Junior High School Students; *Middle Schools; Public Schools; Self Contained Classrooms; *Student Promotion; Transitional Programs
IDENTIFIERS- Otis Lennon School Ability Test; Palm Beach County Schools FL; *School Effects; Stanford Achievement Tests; *Transition Time
The effect on achievement of the timing of the transition from elementary to intermediate school was investigated. Focus was on determining whether it matters if children transfer to an intermediate school at grade 6 or at grade 7. The Otis-Lennon School Ability Test was administered to grade 5 students in spring of 1981. The sixth and seventh-grade achievement scores on the Stanford Achievement Test of 1,140 of these students who entered middle school in the sixth grade were compared to those of 1,158 students who entered junior high school in the seventh grade. Overall, sixth-grade students in self-contained classrooms with teachers instructing in all subjects performed as well or better than did students in middle schools with separate teachers for mathematics, science, social studies, and language arts. Results suggest that student achievement is affected by the transition into middle school, whether it occurs at grade 6 or grade 7. The advantage that the elementary school sixth-grader held over the middle school sixth-grader was lost by the end of grade 7 when both groups were attending intermediate schools. Seven tables contain study data. (SLD)

ED 323 253 TM 015 492

Samejima, Fumiko
Differential Weight Procedure of the Conditional P.D.F. Approach for Estimating the Operating Characteristics of Discrete Item Responses.
Tennessee Univ., Knoxville. Dept. of Psychology.
SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
REPORT NO.- ONR-RR-90-4; R01-1069-11-001-91
PUB DATE- 25 Jun 90
NOTE- 40p.
CONTRACT- N00014-87-K-0320-4421-549
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability Identification; Adaptive Testing; Computer Assisted Testing; Equations (Mathematics); *Estimation (Mathematics); *Item Response Theory; *Mathematical Models; Simulation; Test Items
IDENTIFIERS- *Differential Weight Procedure; *Operating Characteristics Estimation
A method is proposed that increases the accuracies of estimation of the operating characteristics of discrete item responses, especially when the true operating characteristic is represented by a steep curve, and also at the lower and upper ends of the ability distribution where the estimation tends to be inaccurate because of the smaller number of subjects in the base data. This technique is called the Differential Weight Procedure and belongs to the conditions P.D.F. approach. The method is illustrated with simulated data based on conventional testing, with 100 dichotomous items in 4 subtests of 25 items each given to 6,000 hypothetical examinees and adaptive testing in which each of 50 binary items has been given to 1,500 hypothetical subjects out of 15,000. Fifteen graphs illustrate these applications. The sensitivities of the resulting estimated operating characteristics to irregularities of the differential weight functions are discussed and usefulness of the method is reviewed. (SLD)

ED 323 278 UD 027 627

Howard, Deborah A.; And Others
To Insure the Future: The Need for Teen Programs in Glendale. A Study Conducted for the Glendale Teen Support Center, Inc.
Glendale Community Coll., CA.
PUB DATE- 3 Jul 90
NOTE- 58p.
AVAILABLE FROM- Glendale Community College, Planning & Research Office, 1500 N. Verdugo Road, Glendale CA 91208-2894.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; After School Programs; *Community Centers; *Community Recreation Programs; High Schools; *High School Students; Needs Assessment; Questionnaires; *Social Support Groups; *Student Needs; Urban Programs; Youth Programs
IDENTIFIERS- *California (Glendale)
A review of the social needs of adolescents in Glendale (California) and elsewhere was conducted to determine the needs and potential support for the proposed Glendale Teen Support Center (GTSC) and to provide documentation for the Center's future funding requests. The GTSC was conceived as an after-school social center that would provide a positive social environment for high school students and act as a clearinghouse for specialized youth services. Information was gathered from the following sources: a literature review about the conditions of youth nationally, statewide, and locally; a telephone survey of community agencies providing youth programming; and a survey of 13,590 high school students. The following summary conclusions are reported: (1) there is considerable support among both adolescents and adults for the GTSC; (2) GTSC board members seem well-regarded in their respective communities and appear to be qualified to manage the proposed project; (3) community leaders are aware that adolescents are acutely underserved; and (4) existing youth outreach services are too small, too narrowly focused, and/or otherwise inappropriate to serve the majority of the community's youth. Statistical data are included on seven graphs. The student survey questionnaire, a tabulation of responses to the student survey, and the general notes from the agency survey are appended. (FMW)

ED 323 132 SO 030 138

In Search of Canadian Materials, 1989.
Manitoba Dept. of Education and Training, Winnipeg.
REPORT NO.- ISBN-0-7711-0939-3
PUB DATE- 89
NOTE- 59p.; For the 1988 edition, see ED 322 067.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Annotated Bibliographies; Educational Resources; Elementary Secondary Education; Foreign Countries; *Instructional Materials; Resource Materials; Teaching Guides
IDENTIFIERS- Canadian Studies; *Manitoba

Designed to make quality Canadian materials known to teachers, librarians, and administrators, this annotated bibliography lists materials in the following categories: activity books, art, hobbies and crafts, business education law, Canadian studies, geography, guidance, health, home economics, language and literature, Manitoba history, miscellaneous, multiculturalism, native studies, physical education and outdoor education, professional development, reference, science, social studies, sports biography, and women's studies. Grade levels and suitability are indicated by broad categories; and, where supplied by the publisher, price and international standard book number (ISBN) are given for each item. A directory of publishers and a title index also are included. (DB)

ED 323 147 SO 030 193

Senior Officer Oral History Program Project Handlist.
Army Center of Military History, Washington, D.C.; Army War Coll., Carlisle Barracks, Pa.
PUB DATE- 1 Sep 88
NOTE- 105p.; Inquiries should be addressed to Assistant Director for Educational Services, U.S. Army Military History Institute, Carlisle Barracks, PA 17012-5008.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Historical Materials (060)
DESCRIPTORS- Higher Education; *Interviews; *Military Personnel; *Oral History; *Research; *Student Volunteers; *United States History
IDENTIFIERS- *Military History

This publication contains a project list of taped interviews and transcribed work covering approximately 900 personalities and special topics in military history. The historical material was given by various associations and individuals who donated oral histories to the U.S. Army Military History Institute for use by researchers. Each project listed in the document is coded as to the stage of its completion and accessibility. Material in a project is generally not made available until all work is completed, including obtaining access agreements. Access to the documents is open to bonafide researchers but potential users need to inquire about the status of projects of interest before coming to the Institute to conduct research. Tapes and transcripts do not circulate via interlibrary loan, and are not reproducible, except for short passages from those transcripts that are open to all researchers. All tapes and transcripts must be used in the Institute's Audio-Visual or Archives Branch. A duplicate copy of those transcripts open to all is available at the U.S. Army Center of Military History in Washington, DC. Additional information is provided describing the "Student Volunteers in History" program at the Institute. Volunteers work full-time for an academic term under an arrangement between the Institute and sponsoring faculty members at the institutions where the volunteers are students. The experience varies according to the interests of the volunteers. Areas where students may work include: special collections, museum studies, photographic archives, and the oral history branch. (Author/NL)

ED 323 196 SP 032 582

Ancarrow, Janice S.; Gerald, Elizabeth
Comparisons of Public and Private Schools, 1987-88. Schools and Staffing Survey, 1987-88. E.D. Tabs.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-90-075
PUB DATE- Jul 90
NOTE- 72p.; Data Series: DR-SAS-87/88-2.1.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Ancillary School Services; Annual Reports; Educational Attainment; Elementary Schools; Elementary Secondary Education; Enrollment; *Institutional Characteristics; Lunch Programs; *National Surveys; *Private Schools; *Public Schools; *School Statistics; School Surveys; Secondary Schools
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Schools and Staffing Survey (NCES)
This report on public and private schools presents data on enrollment, program emphasis, 1986-87 graduates as a percentage of 1986 seniors, Chapter 1 services, free lunch, and state-by-state comparisons for public schools on selected data. National estimates are provided for all data, and state estimates for public schools on programs or services, and schools and students receiving Chapter 1 services and free lunch. The data were collected on the Public School Questionnaire and the Private School Questionnaire, two of seven questionnaires comprising the 1987-88 Schools and Staffing Survey (SASS), developed by the U.S. Department of Education's National Center for Education Statistics and conducted by the U.S. Bureau of the Census. The data are displayed in 14 tables. The survey methodology is described in the technical notes. Information on the source for additional information is provided, and both public and private school questionnaires are included. (JD)

ED 323 239 TM 015 444

Hall, Bruce W.; Carroll, DeLos
Teachers at Risk: A Profile of the Teacher Predisposed To Quit.
PUB DATE- 87
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Research/Technical (143)
DESCRIPTORS- At Risk Persons; Career Change; Demography; *Elementary School Teachers; Elementary Secondary Education; Mail Surveys; Negative Attitudes; Professional Development; *Profiles; *Public School Teachers; Questionnaires; *Secondary School Teachers; Teacher Attitudes; Teacher Burnout; *Teacher Characteristics; Teacher Persistence; Teacher Shortage; Teaching Experience; Work Environment
IDENTIFIERS- Florida; *Survey of Teacher Characteristics and Activities
This study addresses attrition in the teaching profession, a major problem in Florida's schools. The study's target population was a random sample of 10% of the teachers from a Florida metropolitan school district employing 5,500 teachers. Data were gathered through a mailed questionnaire--the Survey of Teacher Characteristics and Activities. The survey assessed their long-range teaching plans, demographic characteristics, current work conditions, professional activities, and educational views. The return rate was 53%; of the 310 respondents, 127 were elementary school teachers, 70 were middle school teachers, 86 were high school teachers, and 27 were adult vocational-technical/other school teachers. The responses of teachers who planned to quit teaching (31%) were compared with those of teachers who planned to continue teaching. Fifty-eight respondents, who were over 50 years old, were excluded from the study based on the assumption that their responses were largely related to plans to retire. Results from the 242 teachers under the age of 50 years, who responded to a question concerning their long-range teaching plans, indicate that, as compared to teachers who were planning to remain in teaching, teachers who were contemplating changing careers were less comfortable with their working condition, more negative about teaching and education, and more involved in professional associations. Interest in administrative/supervisory positions and years of teaching experience did not appear to significantly influence decisions regarding continuation of a teaching career. Fourteen data tables are included. (TJH)

ED 323 266 TM 015 524

Galindo, Lettica
Issues and Answers: 1989-90 Districtwide Surveys of Students, Professionals, and Parents. Publication No. 89.29.
Austin Independent School District, Tex. Office of Research and Evaluation.
PUB DATE- Jul 90
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Educational Environment; Educational Quality; Elementary Secondary Education; Mail Surveys; *Parent Attitudes; *School Districts; School Effectiveness; School Personnel; School Surveys; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- *Austin Independent School District TX
In 1989-90, 73,793 surveys were administered to students, teachers, other campus professionals, campus administrators, and parents in the Austin (Texas) Independent School District (AISD). This report addresses findings related to key topics associated with school strengths, problems, and quality as well as school climate and effectiveness. Survey items were submitted by AISD central office personnel and Office of Research and Evaluation program staff. Cabinet members make final decisions on item selection for student, parent, and professional staff surveys. Overall, 93 items were distributed in November of 1989 to 14,973 students, with 87% (13,076) of all surveys being returned. The 1989-90 professional employee survey was organized into two distinct sections, with a total of 326 survey items. Surveys were sent to 4,110 teachers, 533 administrators, and 436 other school professionals, with 3,985, 485, and 390 surveys returned, respectively. The 15-item elementary school survey was administered to 27,602 parents, and 14,668 surveys were returned. The 21-item secondary school survey was administered to 27,409 parents, and 2,044 surveys were returned. Generally, the findings indicate that: (1) high school students, professionals (including teachers and campus administrators), and parents have positive views about the quality and effectiveness of AISD schools; (2) AISD students and parents identified problems associated with drug use, school facilities, and class size as requiring attention; and (3) 2-year comparisons of responses by professionals to items on school climate and effectiveness revealed continued positive opinions among elementary and middle school professionals, but a more negative outlook among high school professionals. Thirty-eight figures are included. (TJH)

ED 323 165 SP 032 061

Volume 1: Academic Subjects. Competing Visions of Teacher Knowledge: Proceedings from an NCRTE Seminar for Education Policymakers (Washington, D.C., February 24-26, 1989). Conference Series 89-1.
National Center for Research on Teacher Education, East Lansing, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 89
NOTE- 226p.; For Volume 2 of proceedings, see SP 032 255.
AVAILABLE FROM- National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State Univ., East Lansing, MI 48824-1034 ($13.00).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Background; Elementary Secondary Education; *History Instruction; *Intellectual Disciplines; *Mathematics

Instruction; *Science Instruction; *Teacher Effectiveness; Teachers; Teaching Skills; *Writing Instruction
IDENTIFIERS- Knowledge Base for Teaching

The focus of this seminar was on how teachers learn to teach academic subjects to diverse learners and what they need to know to be effective instructors. The following papers were presented: (1) "Policy Implications of Research on Science Teaching and Teachers' Knowledge" (Charles W. Anderson); (2) "What Teachers Need to Know to Teach Science Effectively" (Anton E. Lawson); (3) "What Teachers Need to Know to Teach Science Effectively" (Arnold A. Strassenburg); (4) "Teaching Mathematics for Understanding: What Do Teachers Need to Know about Subject Matter?" (Deborah Loewenberg Ball); (5) "Preparing Elementary Teachers to Teach Mathematics" (E. Ray Phillips and A. Edward Uprichard); (6) "What Do Math Teachers Need to Be?" (Herbert Clemens); (7) "Parades of Facts, Stories of the Past: What Do Novice History Teachers Need to Know?" (Suzanne M. Wilson); (8) "Social Science Knowledge and Citizenship Education" (James A. Banks); (9) "Knowledge for Teaching History" (Catherine Cornbleth); (10) "Musts for Writing Teachers--Report from the Classroom" (Tom Romano); (11) "The Knowledge Necessary to Teach Writing Effectively" (George Hillocks, Jr.); and (12) Teaching/Writing in a Community of Inquirers" (John T. Gage). (JD)

ED 323 181 SP 032 556

Achieving Smoke Free Schools for Massachusetts. A Comprehensive Approach. Updated May 1990.
Massachusetts State Dept. of Public Health, Boston.
PUB DATE- Jul 89
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; *Health Education; Health Promotion; *Policy Formation; *Public Schools; *Smoking; State Standards
IDENTIFIERS- *Massachusetts

The first section of this report presents a summary of topics discussed at the "Towards Massachusetts Smoke-Free Schools" conference. Discussion at the conference focused on school policy, tobacco cessation programs, and tobacco-use prevention programs. Section 2 offers an overview of Massachusetts laws covering smoking and schools, school buses, and public places. Sample policies from the Boston and Quincy public schools are presented. Quotations are given from rules enforced by the Massachusetts interscholastic athletic association. Educational resources for non-smoking curriculum and videos are listed. (JD)

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Processes; Elementary Secondary Education; *Epistemology; Higher Education; Literature Reviews; *Preservice Teacher Education; *Research Utilization; Schemata (Cognition); *Teacher Improvement; Teachers; Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- Knowledge Base for Teaching
This Issue Paper includes two papers: (1) "What Can Research on Teacher Thinking Contribute to Teacher Preparation? A Second Opinion," by Robert E. Floden and Hans Gerhard Klinzing, and (2) "Taking Account of the Distinction between Knowing and Thinking in Teaching," by Magdalene Lampert and Christopher Clark. Both sets of authors are working to discern the ways in which research can contribute to practice and improvements in practice. The Floden/Klinzing paper reviews literature on this topic, taking issue in particular with earlier work by Lampert and Clark. The Lampert/Clark paper is less a rebuttal to Floden and Klinzing than an effort to clarify and further develop their own ideas. The content of these papers should help readers in a variety of contexts better understand the relationship between research and teaching. (Author/JD)

ED 323 100 SE 051 554

Depenbusch, Joyce Harmon
Wildlife and Me. Teacher's Guide and Student Guide, Grade 1.
Kansas State Dept. of Wildlife and Parks, Pratt. Wildlife Education Service.
PUB DATE- 87
NOTE- 74p.; For related documents, see SE 051 553-559.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Conservation (Environment); *Elementary School Science; *Environmental Education; *Grade 1; Instructional Materials; Interdisciplinary Approach; Natural Resources; Primary Education; Science Education; Science Materials; Teaching Guides; *Wildlife
IDENTIFIERS- *Habitats
"Wildlife and Me" is a part of a series of materials in the Wildlife Education Service for Kansas youth series. The goal of the program is to provide information about wildlife and to establish in children an awareness and appreciation of wildlife. A booklet for children and a teacher's guide are included. The booklet was written for first-grade children but can be easily adapted for other grades. The materials are designed for multidisciplinary use. The teacher's guide includes the following materials: (1) an introduction and foreword; (2) an opinionnaire about the materials; (3) a student award form; (4) ideas for classroom bulletin boards; (5) reproducible worksheets for students; (6) supplemental activities and approaches for language arts, science, art, industrial arts, mathematics, social studies, music, and physical education; and (7) appendices which list resources and references, and includes a glossary of terms used in teaching this topic. (CW)

ED 323 115 SE 051 575

Cartwright, Lisa; Wallace, Tracey
Mathematics/Computer Integrated Curriculum, Grade 3.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- Aug 90
NOTE- 36p.; For related documents, see SE 051 573-578.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; *Course Content; Curriculum Design; Curriculum Development; Curriculum Guides; *Elementary School Mathematics; Fractions; Geometry; *Grade 3; *Graphs; Instructional Materials; Intermediate Grades; Learning Activities; Mathematics Curriculum; *Mathematics Education; Mathematics Skills; Primary Education; Probability; Statistics; Teaching Guides; Time
IDENTIFIERS- *LOGO Programing Language
This manual designed for grade 3 is part of a series for a program to integrate the teaching and learning of mathematical and computer concepts and skills in the elementary school. The manual contains 20 lessons. Each lesson includes information on the topic, suggested grade level, mathematics concepts and skills, objective, prerequisite skills needed, and activities. Topics contained in the lessons include: (1) problem solving; (2) geometry; (3) numbers; (4) measurement; (5) number concepts; (6) addition; (7) time; (8) LOGO; (9) division; (10) fractions; and (11) probability, statistics, and graphing. Software programs used for the activities are specified for each lesson. (KR)

ED 323 224 TM 015 427

Nielsen, Lore A.; Turner, Susan D.
Teaching Writing as a Process: Evaluation for District Decision-Making.
PUB DATE- 84
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; *Decision Making; *Elementary School Students; Elementary School Teachers; Formative Evaluation; Grade 4; Grade 5; Intermediate Grades; Interviews; Pretests Posttests; *Program Evaluation; Program Implementation; Program Improvement; *School Districts; Student Attitudes; Writing (Composition); Writing Evaluation; *Writing Instruction; Writing Teachers
IDENTIFIERS- Florida; Writing Samples
Formative evaluation of program implementation and student performance was used to assess a new writing program used in 11 elementary schools in Hillsborough County (Florida). Twenty-one teachers and 600 students in grades 4 and 5 participated. Teachers were interviewed, and students completed an attitude survey. In addition, 4 writing samples were evaluated, 2 pre-instruction and 2 post-instruction, from 200 randomly selected students. Fifty students comprised the following subgroups: fourth-grade average, fourth-grade above average, fifth-grade average, and fifth-grade above average. Teachers perceived that the program was implemented as intended, but reported that they needed more specific feedback on their methods. The ranking of student compositions indicated that 76% of the students wrote better after instruction. Overall, students attitudes toward writing were more positive after they participated in the writing instruction program than before they participated. The evaluation also identified specific areas for program improvement. Three data tables are included. (Author/SLD)

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